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ABSTRACT

This guide identifies instructional television resources that can be used by superintendents, district directors of instruction, curriculum writers, principals, and teachers in South Carolina to meet the specific instructional requirements of the Defined Minimum Program and the objectives of the Basic Skills Assessment Program. The 214 instructional television series described in this guide have been approved by the State Board of Education as instructional resources for 1988-89. For each subject area, the guide lists the Defined Minimum Program and Basic Skills Assessment Program activities and objectives. Then, according to educational level (elementary, middle-junior high, and/or secondary), the appropriate instructional television series is listed by grade level, along with comments which briefly describe the series. The subject areas covered include: language arts; foreign language; mathematics; natural science; social studies; environmental studies; art; fine arts; music, drama, and dance; physical education; health and safety; driver education; substance abuse; guidance; career education; vocational (business education); vocational (home economics); vocational (trades and industrial education); computer education; and education for the handicapped. (EW)

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1988-89 CURRICULUM GUIDE

South Carolina Department of Education
Office of Instructional Technology

South Carolina Educational
Television Network

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ITV Resources
in the Defined
Minimum Program

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ITV

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SOUTH CAROLINA
ETV NETWORK

The cover illustration was selected from entries submitted in the 1987-88 Office of Instructional Technology student artwork contest. The *Curriculum Guide* cover was designed by Nadine Kalameja, Grade 12, Hilton Head High School, Hilton Head Island, S.C.

ITV Resources
in the Defined Minimum Program

1988-89

Curriculum Guide

This guide accompanies the 1988-89 *ITV and Radio Resources* book. It is a guide to the use of instructional television programs presented on the South Carolina ETV Network in meeting curricular needs in elementary, middle-junior high, and senior high schools' instructional programs.

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Use of This Guide

ITV Resources in the Defined Minimum Program Curriculum Guide is intended for use by superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying instructional television resources that will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and objectives of the Basic Skills Assessment Program (Act 631). It also aids in selection of those resources that will help classroom teachers and students meet learning needs identified by curriculum consultants of the Department of Education to be of significant concern in South Carolina schools.

Teachers are encouraged to preview all ITV series and study the teachers' guides before making decisions on their use in classrooms. Often ITV lessons can be used across curriculum lines and in grade levels below and/or above those designated for them in the *ITV and Radio Resources* book and in this guide. The important questions for teachers are: "Does the ITV lesson fit the curriculum I am teaching and will it provide an important learning experience for my students?"

For many ITV series, special inservice programs will be broadcast in August and later in the year to help teachers make decisions on whether and how to apply the ITV series to their instruction. Consult the 1988-89 *Staff Development Resources* book for the broadcast schedules for these programs.

Suggested uses of the guide include:

a. Curriculum planning at all levels—classroom, school, or district.
b. Development of schoolwide programs and approaches to meet curriculum needs.
c. Resource room/media center planning.
d. Identification of resources for special groups such as the handicapped and the exceptional child.
e. Incorporation of ITV resources into curriculum guides.
f. Justification for expanding television reception.

The State Board of Education approved as instructional resources for 1988-89 two-hundred and fourteen (214) instructional television series referenced in this guide. A description and telecast schedule for each of the series may be found in the 1988-89 *ITV and Radio Resources* book.

PBS Video Catalog

More than 240 PBS video programs totaling in excess of 150 hours of resources also will be available in 1988-89 to middle, junior, and secondary schools in those school districts participating in the lease agreements for these programs. Language arts, science, social studies, and physical education are represented in the program offerings. Due to the diversity of the programs and because most are single titles and not series, they are not listed in this publication due to space restrictions. For a complete list of these programs and their individual descriptions, refer to the 1988-89 PBS Video Catalog. These programs will act as additional resources in addressing objectives of the Basic Skills Assessment Program, instructional requirements of the Defined Minimum Program, and the other curricular needs listed in this publication.

Credits

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Reference Table for ITV Resources Applicable to Basic Skills Assessment Program (Act 631) Continuing Objectives

The Basic Skills Assessment Program (Section 1-a of Act 631 of 1978) has identified 11 continuing objectives in communications skills and five in mathematics. These objectives and applicable instructional television resources are identified in the following table. Resources having Basic Skills Assessment Program applications are also identified under comments for each subject area and grade level in the main body of this booklet.

Basic Skills Assessment Program
ITV Reference Table

Continuing Objective	Elementary	Middle/Jr. High
Reading		
Decoding and Word Meaning	The Letter People (1) Readalong 1 (1) Readalong 2 (2) Read All About It I & II (4-6) The Wordsmith (5-8)	The Wordsmith (5-8) Watch Your Language (7-10)
Main Idea	Our Living Language (4-6)	Our Living Language (4-6)
Reference Usage	Thinkabout (5-6) Tomes & Talismans (6-8)	Thinkabout (5-6) Tomes & Talismans (6-8) In Other Words (7-8)
Inference	More Books from Cover to Cover (5-6) Thinkabout (5-6)	Tomes & Talismans (6-8) In Other Words (7-8) Reading Skills (9-12)
Analysis of Literature	Teletales (K-3) From the Brothers Grimm (K-12) Reading Rainbow (2-5) Readit (3)	Thinkabout (5-6) The Short Story (7-12) Humanities (9-12) The Novel (9-12)
Writing		
Handwriting	Cursive Handwriting A & B (2-3)	
Mechanics	The Write Channel (3-4) Our Living Language (4-6) Grammar Mechanic (6-8)	Our Living Language (4-6) Grammar Mechanic (6-8) Grammar Skills (Writing) (9-12)
Word Usage	You Can Write Anything (3-6) Read All About It (4-6)	Read All About It (4-6) Watch Your Language (7-10)
Sentence Formation	Fins, Feathers and Fur (1-3) The Write Channel (3-4) You Can Write Anything (3-6) Our Living Language (4-6)	Our Living Language (4-6) In Other Words (7-8)
Composition	Fins, Feathers and Fur (1-3) The Write Channel (3-4) You Can Write Anything (3-6) Our Living Language (4-6) Writer's Realm (4-6) Zebra Wings (5-8)	Our Living Language (4-6) Writer's Realm (4-6) Zebra Wings (5-8) In Other Words (7-8) Grammar Skills (Writing) (9-12)
Mathematics		
Concepts	Two Plus You (1) Math Patrol II (2) BSAP Math ITV 3 (3) Math Cycle (3)	MathMakers II (4-6) Math Matters (5-8) BSAP Math ITV 6 (6) BSAP Math ITV 8 (8)

Continuing Objective	Elementary	Middle/Jr. High
	Math Patrol III (3-5) It Figures (4) MathMakers II (4-6) Math Works (5) Math Matters (5-8)	Math Skills (9-12)
Operations	Math Patrol II (2) BSAP Math ITV 3 (3) Math Cycle (3) Math Patrol III (3-5) MathMakers II (4-6)	MathMakers II (4-6) BSAP Math ITV 6 (6) BSAP Math ITV 8 (8) Math Skills (9-12)
Measurement	BSAP Math ITV 3 (3) Math Cycle (3) MathMakers II (4-6) MeasureMetric (4-6) The Metric System (5-8)	MeasureMetric (4-6) The Metric System (5-8)
Geometry	Math Patrol II (2) Math Patrol III (3-5) MathMakers II (4-6) Math Matters (5-8)	Math Matters (5-8) Landscape of Geometry (8-10) Math Skills (9-12)
Problem-Solving	BSAP Math ITV 3 (3) It Figures (4) MathMakers II (4-6) Math Works (5) Thinkabout (5-6) BSAP Math ITV 6 (6)	MathMakers II (4-6) The Metric System (5-8) BSAP Math ITV 6 (6) A Reading Approach to Math (7-10) BSAP Math ITV 8 (8) Math Skills (9-12)
Science		
Concepts: Life Science	Featherby's Fables (1-2) Dragons, Wagons & Wax (1-3) Up Close & Natural (1-4) All About You (2-3) Reading Rainbow Science (2-5) Animals & Such (3-4) 3-2-1 Contact (4-6) About Science (5-9) National Geographic Specials (5-12) The Voyage of the Mimi (6-8) The Human Community (6-10) NatureScene (6-10)	3-2-1 Contact (4-6) About Science (5-9) National Geographic Specials (5-12) The Voyage of the Mimi (6-8) NatureScene (6-10) The Human Community (6-10) Community of Living Things (7) Life Science (7) Frog Dissection Explained (7-12) Natural Science Specials (8) Environmental Science (9-12)
Concepts: Earth-Space Science	Featherby's Fables (1-2) Dragons, Wagons & Wax (1-3) 3-2-1 Contact (4-6) The Voyage of the Mimi (6-8) The Human Community (6-10)	The Voyage of the Mimi (6-8) The Human Community (6-10) Earth Science (8) Natural Science Specials (8) What on Earth? (8) The Universe & I (8-9)
Concepts: Physical Science	Featherby's Fables (1-2) Dragons, Wagons & Wax (1-3) Start Here: Adventures in Science (4-7) 3-2-1 Contact (4-6) Atoms & Molecules (5-6) About Science (5-9) The Voyage of the Mimi (6-8)	Start Here: Adventures in Science (4-7) Atoms & Molecules (5-6) About Science (5-9) The Voyage of the Mimi (6-8) Earth Science (8) The Universe & I (8-9) Physical Science (9)

Continuing Objective	Elementary	Middle/Jr. High
Science Process Skills: Basic	Featherby's Fables (1-2) Dragons, Wagons & Wax (1-3) 3-2-1 Contact (4-6) Start Here: Adventures in Science (4-7) About Science (5-9) The Voyage of the Mimi (6-8)	Start Here: Adventures in Science (4-7) About Science (5-9) The Voyage of the Mimi (6-8) NatureScene (6-10) WhatAbout (7-8) EXXON Energy Cube (7-12) Earth Science (8) What on Earth? (8) The Universe & I (8-9)
Science Process Skills: Integrated	Featherby's Fables (1-2) 3-2-1 Contact (4-6) Start Here: Adventures in Science (4-7) About Science (5-9) The Voyage of the Mimi (6-8)	The Voyage of the Mimi (6-8) WhatAbout (7-8) EXXON Energy Cube (7-12) Earth Science (8) What on Earth? (8) The Universe & I (8-9)
Technology Concepts and Science/Technology Relationships:	Featherby's Fables (1-2) 3-2-1 Contact (4-6) Start Here: Adventures in Science (4-7) Atoms & Molecules (5-6) About Science (5-9) National Geographic Specials (5-12) The Voyage of the Mimi (6-8)	Start Here: Adventures in Science (4-7) Atoms & Molecules (5-6) National Geographic Specials (5-12) The Voyage of the Mimi (6-8) EXXON Energy Cube (7-12) Earth Science (8) What on Earth? (8) The Universe & I (8-9)
Relationships Between Science/ Technology and Self, Society, and Environment:	Featherby's Fables (1-2) 3-2-1 Contact (4-6) Start Here: Adventures in Science (4-7) Atoms & Molecules (5-6) The Voyage of the Mimi (6-8) The Human Community (6-10)	Start Here: Adventures in Science (4-7) Atoms & Molecules (5-6) The Voyage of the Mimi (6-8) The Human Community (6-10) EXXON Energy Cube (7-12) Earth Science (8) What on Earth? (8) The Universe & I (8-9)
Nature of Science Concepts:	Featherby's Fables (1-2) 3-2-1 Contact (4-6) Start Here: Adventures in Science Atoms & Molecules (5-6) About Science (5-9) The Voyage of the Mimi (6-8) Naturescene (6-10)	Start Here: Adventures in Science (4-7) Atoms & Molecules (5-6) About Science (5-9) The Voyage of the Mimi (6-8) NatureScene (6-10) WhatAbout (7-8) EXXON Energy Cube (7-12) What on Earth? (8) The Universe & I (8-9)

Instructional Television Resources

Subject Area: Language Arts*

Level: Elementary

Defined Minimum Program: Grades 1-3, 550 minutes weekly; Grades 4-6, 500 minutes weekly; 36 weeks annually. *At least 50 percent of the instructional time in language arts for grades 5-6 must be devoted to the teaching of composition and grammar.

Basic Skills Assessment Program: Reading objectives adopted under this program include decoding and word meaning, details, main idea, reference usage, inference, analysis of literature. Writing objectives are handwriting, mechanics, word usage, sentence formation, and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Supplement initial instruction in decoding skills.	THE LETTER PEOPLE (1)	THE LETTER PEOPLE provides an interesting and exciting introduction to decoding skills essential to competency in listening, spelling, writing, and reading skills. Applicable to BSAP decoding objective.
2. Strengthen interrelated language arts skills in listening, speaking, reading, and writing.	READALONG 1 (1)	READALONG 1 uses animation, puppets, and music to make learning to read fun. Repetition of words, phrases, and sentences are put into meaningful and humorous situations that make activities stimulating even to reluctant learners. Applicable to BSAP decoding objective.
	READALONG 2 (2)	READALONG 2 encourages vocabulary building, writing and listening skills, as well as speech and reading. Several indicators have shown that the constant repetition of words, the many approaches to word-attack skills, and the recurring reminders of varied uses of reading motivate children and directly assist in improving their communications skills. Applicable to BSAP decoding objective.
	INTERMEDIATE CREATIVE WRITING (4-6)	Programs correlate with national writing curricula and are designed to teach writing skills to intermediate level students. Based upon the premise that all writing is creative, programs focus on using the process approach to achieve a variety of creative writing products. Programs reinforce the relationship of writing to reading, listening, and speaking. In addition, programs use examples of published writing to illustrate processes and products.
	READ ALL ABOUT IT I and II (4-6)	This series promotes the importance of reading and writing. It emphasizes immediate on-screen reading skills and encourages classes to produce a newspaper like the series' own *Chronicle*.
	SPEAKEASY (6-12)	SPEAKEASY is designed to teach students public speaking and debating skills. The series borrows issues, information, and concerns from all areas of the curriculum and life, becoming an enjoyable and informative motivator that gets kids talking effectively.
3. Improve vocabulary knowledge.	THE WORDSMITH (5-8)	The focus in this series is on student vocabulary development, incorporating terms from special vocabularies in such areas as science, math, and social studies. Applicable also to BSAP word meaning objective.
4. Improve beginning composition skills.	FINS, FEATHERS AND FUR (1-3)	Lessons are designed to help teachers and students work together through the processes of prewriting, drafting, revising, and editing. The lessons begin with making oral statements and proceed through structuring complete sentences, choosing words, gathering information, mastering simple mechanical elements, and structuring paragraphs. Relates also to BSAP writing objectives.

	THE WRITE CHANNEL (3-4)	Students are taught writing skills by the sentence-combining method wherein short, choppy sentences are combined and improved. In word animation sequences, students see a gloved hand moving words, combining words, and making appropriate changes in capitalization and punctuation. Applicable to BSAP writing objectives.
	YOU CAN WRITE ANYTHING! (3-6)	The skill of writing well is developed by practice, encouragement, and motivation. YOU CAN WRITE ANYTHING! supports this writing process, incorporating the theory that children should be given frequent and varied opportunities to see themselves as authors. The series uses many strategies that teachers may easily incorporate within their own writing programs. Applicable to BSAP word usage, sentence formation, and composition objectives.
	WRITER'S REALM (4-6)	Lessons correlate with national writing curricula. Based upon the premise that all writing is creative, the lessons focus on using the process to achieve a variety of creative writing products. Programs reinforce the relationship of writing to reading, listening, and speaking. In addition, programs use examples of published writing to illustrate processes and products. Applicable to BSAP composition objective.
5. Improve grammatical skills.	OUR LIVING LANGUAGE (4-6)	This series assists students in mastering grammatical skills. OUR LIVING LANGUAGE has been carefully planned to promote writing and speaking skills through the study of grammar, punctuation, sentence structure, and story development. Applicable to BSAP writing objectives.
6. Develop ability to write legibly.	CURSIVE HANDWRITING A and B (2-3)	The CURSIVE HANDWRITING television series is designed to serve as the basis for a classroom handwriting course that makes the transition from manuscript to cursive writing an easy and enjoyable experience. The series is targeted for students in grades two and three, but the programs are produced so that they may be successfully used with children of different ability levels and in all elementary grades where cursive writing is being taught. The series is available in two versions, compatible with two popular handwriting methods. In one version, Series A, letter formations are basically similar to the Zaner-Bloser method of handwriting. The second version, Series B, is similar to the Palmer method. Program titles are the same for both versions. Select only the series that is the adopted method approved for your district. Applicable to BSAP writing objective.
7. Strengthen students' thinking/reasoning abilities.	THINKABOUT (5-6)	THINKABOUT is designed to help develop and strengthen students' reasoning and study skills and to improve and extend their mathematics and communication skills. The series blends skills from various subject areas in the fifth- and sixth-grade curriculum and presents them within a framework based on the reasoning process. Situations common to the lives of fifth and sixth graders are the context for learning. Programs and printed materials motivate viewers to participate actively in the learning process, so that skills will be acquired by students, not imposed, on them. Applicable to BSAP inference objective.
	TELETALES (K-3)	Folk and fairy tales kindle children's imaginations, stretch their minds, and awaken them to the universality of human emotions. TELETALES draws on the oral legacy of cultures all around the world to bring children in kindergarten through third grade literature that has stood the test of time. In these stories, producer/writer John Robbins says, "good triumphs over evil, smart leaves stupid in the dust, and truth unmasks treachery." The series presents many excellent old stories, long out of print, from the collections of the Library of Congress. Each tale is reproduced in the accompanying teacher's guide for rereading or retelling.
	FROM THE BROTHERS GRIMM (K-12)	The ten live-action programs in this series are approximately 20 minutes long. Each episode is a dramatic interpretation of a folktale from the classic early 19th-century collection by the Grimm brothers. The films are designed to stimulate students' and teachers' interest in the rich cultural heritage of folktales. The series brings to life such universal characters as Hansel and Gretel and the Frog King in American settings, offering classroom audiences themes which have survived for generations.

8. Provide opportunity to apply reading skills taught and to develop literary appreciation.	ABOUT BOOKS: PRIMARY (1)	ABOUT BOOKS: PRIMARY is designed to involve children in independent reading. Only parts of stories are told, thus stimulating students' interest to read the books themselves.
	READING RAINBOW (2-5)	READING RAINBOW involves and motivates children to read good literature for themselves. Program selections are from the best available books for children. Applicable to BSAP analysis of literature objective.
	ABOUT BOOKS: INTERMEDIATE (4-6)	Like ABOUT BOOKS: PRIMARY, this series involves children in independent reading. The series uses the same technique of reading only parts of stories, thus encouraging students to check the featured books out of the library to discover the stories' endings.
	THE BOOKBIRD (4)	THE BOOKBIRD motivates children to read a selection of books through narration and lively art work that introduces the books to them.
	READIT (3)	READIT serves as a kind of "electronic librarian" guiding third graders to a wide variety of appealing fiction and non-fiction books. Applicable to BSAP analysis of literature.
	THE BEST OF COVER TO COVER I (4-5)	The primary objective of this series is to motivate children to read good literature as a leisure activity. Many librarians coordinate their book orders with selections featured on the programs.
	MORE BOOKS FROM COVER TO COVER (5-6)	Children are provided the opportunity to develop literary appreciation in this new reading motivation series hosted by John Robbins. Students see and hear the stories up to a critical point and then are left to find the books and read them for the endings. Applicable to BSAP reading inference objective.
	STORYBOUND (5-6)	STORYBOUND is a blend of 20th-century classics including six Newbery Award winners and the best of current fiction for young readers.
9. Develop cultural appreciation.	GATHER ROUND (1-3)	This series presents a variety of colorfully-illustrated fairy tales, legends, and folklore from around the world to give primary-level students a background in traditional classic folktales, as well as enjoyment of listening to well-told tales.
10. Develop library research and reference skills.	TOMES AND TALISMANS (6-8)	Traditional library and reference skills are taught through creative television lessons requiring students to use materials in the library to solve problems and achieve solutions to mysteries. Applicable to BSAP reference usage objective.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly; 36 weeks annually.
A. At least 50 percent of instruction time in language arts for grades 7-8 must be devoted to the teaching of composition and grammar.
B. Special instruction in reading should be provided for at least 250 minutes weekly for students reading two or more grade levels below their grade placement. This instruction may be offered either separate from or as part of the regular language arts program.

Basic Skills Assessment Program: Reading objectives adopted under this program are decoding and word meaning, details, main idea, reference usage, inference, and analysis of literature. Writing objectives are handwriting, mechanics, word usage, sentence formation, composition.

Curriculum Need	Series (Grade Level)	Comments
1. Improve the interrelated skills of listening, speaking, reading, and writing.	ZEBRA WINGS (5-8)	This is a series on creative expression—primarily creative writing—for the intermediate grades. It is based on the belief that every child has the potential for creative writing. The aim is to stimulate creative expression of personal experiences and feelings in all children. The affective approach of this telecourse is designed to help make school a place for thought, not just a place to find out what others have thought. Applicable to BSAP composition objective.

	IN OTHER WORDS (7-8)	This series stresses the communication skills of attentive listening, interviewing, presenting, and composing. Emphasis is placed on getting ready, organizing ideas, giving meaning to messages, and evaluating them. Applicable to BSAP composition objective.
2. Strengthen vocabulary development.	THE WORDSMITH (5-8)	THE WORDSMITH provides a consistent, well-organized, and interesting basic resource for vocabulary development. Applicable to BSAP word meaning objective.
3. Provide opportunity to apply reading skills taught and to develop literary appreciation.	MATTER OF FICTION (7-8)	Just enough of a book's plot is dramatized by each MATTER OF FICTION lesson to spark student interest in checking books out from the library. It presents books for the purpose of enjoyment and to encourage leisure reading important to real mastery of reading skills.
	STORYBOUND (5-6)	STORYBOUND is a blend of 20th-century classics including six Newbery Award winners and the best of current fiction for sixth graders.
4. Develop library research and reference skills.	TOMES AND TALISMANS (6-8)	Traditional library and reference skills are taught through creative television programs requiring students to use materials in the library to solve problems and achieve solutions to mysteries. Applicable to BSAP reference usage objective.

Level: Secondary

Defined Minimum Program: Course opportunities with a minimum of six units including courses in remedial reading and English I, II, III, and IV will be offered. At least 50 percent of instructional time in courses used for graduation requirements must be devoted to the teaching of composition and grammar. Typical learning experiences to be provided include communication skills, in-depth study of literature, creative writing, literature enjoyment and appreciation, oral and written self-expression, and instruction guaranteeing reading and writing skills. Remedial English, with emphasis on reading and functional English, developmental reading, or remedial reading, may be taught and credits earned applied to the requirement of earning four units in Language Arts.

Basic Skills Assessment Program: Reading objectives adopted under this program include decoding and word meaning, details, main idea, reference usage, inference, and analysis of literature. Writing objectives are handwriting, mechanics, word usage, sentence formation, and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Improve composition skills.	IN OTHER WORDS (7-8)	This series promotes communication skills through emphasizing getting ready, organizing ideas, giving meaning to messages, and evaluating. Applicable to BSAP composition objective.
	WRITING FOR A REASON (11-12)	This composition course concentrates on basic writing skills such as choosing and shaping a thesis, planning a composition, composing effective sentences, paragraphs, and essays. Applicable to BSAP composition objective. Recommended for advanced high school students.
2. Stengthen grammatical skills. Far too many students advance to high school without a mastery of grammatical skills.	GRAMMAR MECHANIC (6-8)	Teachers may use this series to help students understand that grammar skills are tools people need to make language—whether spoken or written—work for them and that a working knowledge of grammar enables people to communciate effectively. Attention has been given to the logic upon which the rules of grammar are based and to those procedures which must be followed in order to correctly and effectively apply those rules. The setting for the series is an office in the home of a freelance writer and features her son, Chris, and Grams, a talking computer. Applicable to BSAP mechanics objectives.
	GRAMMAR SKILLS (Writing) (9-12)	This series presents grammar content useful to adults who take the GED Exam. This series can be useful for teaching grammar to high school students. Applicable to BSAP mechanics and composition objectives.

3. Provide opportunity to apply reading skills taught and to develop literary appreciation.	A MATTER OF FICTION (7-8)	A MATTER OF FICTION is a series in literary appreciation for junior high students. The series presents books for the purpose of enjoyment and as an encouragement for leisure reading. The selections are about adolescents and are written by writers who believe in the world and the anxieties of teenagers. These books help young people gain perspective about themselves and others.
	A MATTER OF FACT (7-10)	The commentary and film sequences of this widely acclaimed series are designed to stimulate the student to read the nonfictional books featured on the programs. Many librarians coordinate their book orders with the selections.
	READING SKILLS (9-12)	This series is intended for students who already have the basic reading skills and need to gain proficiency in the more complex interpretation skills. The first five lessons introduce the skills by using literature and interpretation of visuals; in the next 11 lessons, the same skills are applied to science and social studies subject matter. Applicable to BSAP reading objectives.
4. Strengthen non-testable abilities such as the appreciation of literature and the motivation to read. Provide opportunity to apply reading skills.	THE WORDSMITH (5-8)	THE WORDSMITH is being well used at the high school level because of its value as a well-organized and interesting basic resource in vocabulary development. Applicable to BSAP word meaning objective.
	THE SHORT STORY (7-12)	THE SHORT STORY stimulates an interest in reading the works of selected 19th-century American short story writers and compares their works with the best writers of other countries. Applicable to the BSAP analysis of literature objectives.
	WATCH YOUR LANGUAGE (9-10)	Series presents new vocabulary in its natural context and settings while focusing on areas of interest to secondary students. It assists in meeting the curriculum need by illustrating word analysis strategies. Applicable to BSAP decoding and word meaning objective.
	SHORT STORY SHOWCASE (11-12)	SHORT STORY SHOWCASE brilliantly dramatizes literary masterpieces by famous writers and helps students appreciate good literature. The teacher's guide outlines discussions for development of critical reading skills. The series assumes some maturity on the part of the student. Applicable to BSAP analysis of literature objective.
	HUMANITIES (9-12)	HUMANITIES attempts to convey the total effect of English, literature, art, philosophy, and politics through the development of our culture. Applicable to BSAP analysis of literature objective.
	THE NOVEL (9-12)	Overall goals of the series are twofold: (1) to stimulate student interest in and reading of representative novels; (2) to enable students to recognize various literary elements, devices and techniques employed by masters of the genre. Each program in THE NOVEL emphasizes a particular literary concept so that students can learn to interpret and understand the novel through the significant elements that give it form and meaning. Concepts explored in the series include characterization—development, allegory, setting; plot—conflict, satire, symbolism; and character development—conflict. Applicable to BSAP analysis of literature.
	VOICES & VISIONS (10-12)	The major objective of this course is to help students develop a greater enjoyment and understanding of poetry. Each of the 13 lessons concentrates on the work of a poet—Robert Frost, Ezra Pound, Langston Hughes, Walt Whitman, Hart Crane, William Carlos Williams, Emily Dickinson, Marianne Moore, T.S. Eliot, Wallace Stevens, Elizabeth Bishop, Robert Lowell, and Sylvia Plath. The course design and sequence emphasize the relationships of the poets and their work, their influence on each other and on those who followed them, and their place in American literature. Applicable to BSAP analysis of literature.

Subject Area: Foreign Language

Level: Middle-Junior High

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic texts providing stimulus for early interest in language study.	ENSEMBLE (9-12)	The series is designed for beginners or those who wish to brush up on their French. The series utilizes various aspects of contemporary French culture to dramatize and energize the study of the language. To reflect the reality of everyday communication, the language itself is presented on two levels: a limited syllabus of grammar and vocabulary designed to give students a basis for *speaking* the language simply and in a variety of situations, and a wider, less structured range of language, which should be *recognized* and *understood*.
	ZARABANDA (9-12)	ZARABANDA assists beginning level Spanish students in learning the language through a mystery/romance. Each segment is composed of two scenes and each scene is followed by a brief instructional capsule based on new grammatical elements introduced.

Level: Secondary

Defined Minimum Program: All accredited high schools will include at least two years of a foreign language in their programs. A school not meeting this requirement must be able to justify this omission. Schools with fewer than 300 students may alternate first and second year courses when not practical to offer two levels concurrently.

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic texts, providing stimulus for early interest in language study.	ENSEMBLE (9-12)	The series is designed for beginners or those who wish to brush up on their French. The series utilizes various aspects of contemporary French culture to dramatize and energize the study of the language.
	ZARABANDA (9-12)	ZARABANDA assists beginning level Spanish students learning the language through a mystery/romance. Each segment is composed of two scenes and each scene is followed by a brief instructional capsule based on new grammatical elements introduced.
	GUTEN TAG (10-12) GUTEN TAG WIE GEHT'S (10-12)	These two series provide a resource for diversifying the basic texts. Culturally, these programs with authentic scenes and language can provide a springboard for discussion of the values, attitudes, and customs they depict.
2. Provide intermediate level supplemental resources to diversify basic texts.	ENSEMBLE (9-12)	Designed for beginning French students or for those who wish to brush up on their French, ENSEMBLE utilizes various aspects of contemporary French culture to dramatize and energize the study of the language. A teacher's guide that includes scripts for some lessons in the ENSEMBLE series is available from the Office of Instructional Technology. For prices and information about student books, contact: Barron's Education Series, 113 Crossways Park Drive, Woodbury, NY 11797.
	ZARABANDA (9-12)	A ZARABANDA wookbook containing basic grammatical explanations and exercises, a teacher's guide, and student textbook may be purchased from: EMC Publishing, 300 York Avenue, St. Paul, MN 55101.
	GUTEN TAG (10-12)	GUTEN TAG can be used as a major curriculum component for first-year classes, or as a resource for second-year students who will then work independently on the supplemental activities. Where two levels of students are combined, advanced students can organize supplemental activities for intermediate students.

3. Provide intermediate level supplemental resources for schools with combined level programs.	GUTEN TAG (10-12) GUTEN TAG WIE GEHT'S (10-12)	These two series can be used as major curriculum components for first-year classes, or as a resource for second-year students who will then work independently on the supplemental activities. Where two levels of students are combined, advanced students can organize supplemental activities for intermediate students.

Subject Area: Mathematics

Level: Elementary

Defined Minimum Program: Grades 1-3, 225 minutes weekly; Grades 4-6, 250 minutes weekly, 36 weeks annually.

Basic Skills Assessment Program: Mathematics objectives adopted include concepts, operations, measurement, geometry, and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Motivational math instruction methods and techniques should provide for active involvement of students in the learning process. After concepts and skills are learned, methods should include drill that is couched in games and novel approaches where possible.	TWO PLUS YOU (MATH PATROL I) (1)	TWO PLUS YOU is designed for use in the initial stage of mathematical understanding. As a television resource, it is particularly useful in bridging the gap between concrete and abstract. Applicable to BSAP mathematical concepts objective.
	MATH PATROL II (2)	The lessons are presented in a highly visual manner to help develop comprehension of basic math skills, to reinforce existing knowledge, and to stimulate interest in mathematics. Applicable to BSAP mathematical concepts objectives.
	MATH PATROL III (3-5)	MATH PATROL III is a very effective tool for teaching and reinforcing basic concepts and skills in children. The lessons give teachers the opportunity to add extra excitement to the math curriculum. Applicable to BSAP objectives.
	MATH MATTERS (5-8)	MATH MATTERS is designed for upper elementary and junior high students and deals with fundamental mathematical concepts in a lively, imaginative format. The programs are designed to revitalize interest in math and to develop and/or reinforce basic understandings and skills for those students entering junior high who have been turned off by the subject. These resources can also be used advantageously at a lower level to introduce mathematical concepts.
2. Improvement in basic math skills.	BSAP MATH ITV 3 (3)	This package of televised learning resources focuses on the five most difficult subskills at grade 3 for students who scored below standard on the BSAP mathematics test, according to the State Department of Education's analysis of the Joe Ryan Report. Dr. Ryan's report was based on the Basic Skills Assessment Program during 1981-84. The subskills addressed in this series are 1) establishing relationships, 2) operations and conversions, 3) subtraction, 4) division, and 5) problem-solving.
	MATH CYCLE (3)	This series is developed on the rationale that third-grade mathematical concepts must be understood in order for students to develop mathematical skills and to experience mathematical success in the future. The series presents these concepts through well-done graphic illustrations and on camera by a teacher.
	MATH PATROL III (3-5)	Lessons in this series provide instruction in multiplication, division, area, and symmetry, as well as following up subtraction and addition practice and applications.
	IT FIGURES (4)	IT FIGURES assists fourth graders in the development of mathematical skills, understanding mathematical ideas, and in communicating about mathematics. The lessons engage the students in real-life problems. Applicable to BSAP mathematical concepts and problem-solving objectives.

	MATHMAKERS II (4-6)	MATHMAKERS II uses the magazine format as each lesson focuses on a particular math concept. Applicable to BSAP objectives.
3. Improvement in measurement skills.	BSAP MATH ITV 3 (3)	This package of televised learning resources focuses on the five most difficult subskills at grade 3 for students who scored below standard on the BSAP mathematics test, according to the State Department of Education's analysis of the Joe Ryan Report. Dr. Ryan's report was based on the Basic Skills Assessment Program during 1981-84. The subskills addressed in this series are (1) establishment of relationships, (2) operations and conversions, (3) subtraction, (4) division, and (5) problem-solving.
	MATH CYCLE (3)	This series is developed on the rationale that third-grade mathematical concepts must be understood in order for students to develop mathematical skills and to experience mathematical success in the future. The series presents these concepts through well-done graphic illustrations and on camera by a teacher.
	MATHMAKERS II (4-6)	Using a magazine-story format, each lesson emphasizes the problem-solving approach to mathematics.
	MEASUREMETRIC (4-6)	The lessons' design is process oriented with measurement concepts developed in a sequential format. Applicable to BSAP mathematical measurement objective.
	THE METRIC SYSTEM (5-8)	THE METRIC SYSTEM emphasizes metric units of length, volume, and weight (mass) and helps the viewer to develop an intuitive feeling for, and accept with ease, the use of the metric system of measurement. Each lesson represents a compressed day of programming emanating from the mythical Metric Broadcasting System. Therefore, such mini-programs as "Metric News," "A Moment of Music," "Metric Man," "Harvey and the Professor," "Centimeter Street," and "Metric Arts and Crafts" are used to involve the viewer in learning to use the meter, the liter and the kilogram with utmost efficiency.
4.Improvement in reasoning skills.	MATH WORKS (5)	This series strengthens problem-solving skills. Applicable to BSAP problem-solving objectives.
	THINKABOUT (5-6)	THINKABOUT is designed to help develop and strengthen student reasoning and study skills and to improve and extend their mathematics and communication skills. Programs and printed material motivate viewers to participate actively in the learning process so that skills will be acquired by students, not imposed on them. Applicable to BSAP problem-solving objective.
Supplemental/Enrichment Resources		
	PASS IT ALONG (4-5)	Each program in the series features an artist who expresses himself or herself in a different artistic medium, but each artist is concerned with and inspired by the natural beauty of our environment. Topics covered are photography, dance, performance, painting, architecture, writing, and music. The series blends scientific, artistic, and environmental concepts.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly; 36 weeks annually. **Basic Skills Assessment Program:** Mathematics objectives include concepts, operations, measurements, geometry, and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Improvement of geometry skills.	LANDSCAPE OF GEOMETRY (8-10)	This series shows students how geometry is used to solve problems in the world around them. Examples and problems produce a sense of relevancy for geometry. Applicable to BSAP geometry and problem-solving objectives.

2. Motivational math instruction methods and techniques should provide for active involvement of students in the learning process and drill (after concept and skills are learned) that is couched in games and novel approaches where possible.	MATH MATTERS (5-8)	MATH MATTERS is designed for upper elementary and junior high school students and deals with fundamental mathematical concepts in a lively, imaginative format. The programs are designed to revitalize interest in math and to develop and/or reinforce basic understandings and skills for those students entering junior high who have been turned off by the subject. These resources can also be used advantageously at a lower level to introduce mathematical concepts.
	MATHEMATICS AT WORK IN SOCIETY (8-12)	This series is a set of materials for classroom use specially designed to promote mathematics and career awareness.
3. Improvement in basic math skills.	BSAP MATH ITV 6 (6)	This resource focuses on five of the most difficult subskills at grade 6. The subskills addressed are (1) conversions and operations, 2) applications, 3) place value, 4) division, and 5) establishing relationships. The subskills were identificed from the Ryan Report on the Basic Skills Assessment Program. Applicable to BSAP objectives.
	BSAP MATH ITV 8 (8)	This resource focuses on five of the most difficult subskills at grade 8. The subskills addressed are (1) identifying equivalencies, 2) establishing relationships, 3) applications, 4) conversions and operations, and 5) division. The subskills were identified from the Ryan Report on the Basic Skills Assessment Program. Applicable to BSAP objectives.
4. Improvement in measurement skills.	MATHMAKERS II (4-6)	Using a magazine-story format, each lesson emphasizes the problem-solving approach to mathematics.
	MEASUREMETRIC (4-6)	The lessons' design is process oriented with measurement concepts developed in a sequential format. Applicable to BSAP mathematical measurement objective.
	THE METRIC SYSTEM (5-8)	THE METRIC SYSTEM emphasizes metric units of length, volume, and weight (mass) and helps the viewer develop an intuitive feeling for, and accept with ease, the use of the metric system of measurement. Each lesson represents a compressed day of programming emanating from the mythical Metric Broadcasting System. Therefore, such mini-programs as "Metric News," "A Moment of Music," "Metric Man," "Harvey and the Professor," "Centimeter Street," and "Metric Arts and Crafts" are used to involve the viewer in learning to use the meter, the liter, and the kilogram with the utmost efficiency.
	BSAP MATH ITV 6 (6)	This resource focuses on five of the most difficult subskills at grade 6. The subskills addressed are (1) conversion and operations, (2) applications, (3) place value, (4) division, and (5) establishing relationships. The subskills were identified from the Ryan Report on the Basic Skills Assessment Program. Applicable to BSAP objectives.
	BSAP MATH ITV 8 (8)	This resource focuses on five of the most difficult subskills at grade 8 The subskills addressed are (1) identifying equivalencies, (2) establishing relationships, (3) applications, (4) conversions and operations, and (5) division. The subskills were identified from the Ryan Report on the Basic Skills Assessment Program. Applicable to BSAP objectives.

Level: Secondary

Defined Minimum Program: A. Three courses of math leading to a post high school study consisting of algebra I, geometry, and algebra II. **B.** Two courses of general math; remedial instruction if ten percent or more of general math students demonstrate performance levels on basic skills which are three years or more below grade placement.

Basic Skills Assessment Program: The mathematics objectives adopted under this program are concepts, operations, measurement, geometry, and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Improvement of geometry skills.	LANDSCAPE OF GEOMETRY (8-10)	This series shows students how geometry is used to solve problems in the world around them. Examples and problems produce a sense of relevency for geometry. Applicable to BSAP geometry and problem-solving objective.
	VECTORS (10-12)	Designed to aid in teaching difficult mathematical concepts, this series uses three-dimensional animation to follow the antics of two futuristic policemen as they discover the fascinating world of vectors. The series begins by defining vectors. Vectors at right angles to each other are added and the magnitude and direction of the resultant are found using the Pythagorean Theorem and the tangent ratio from trigonometry. With grids, vectors are described by ordered pairs which reflect their horizontal and vertical components. The lessons also explore the process of resolving vectors and using the sine and cosine ratios to find the ordered pair for any vector. The final two lessons apply vector principles in the real world through the concept of force.
2. Improve basic math skills.	MATH SKILLS (9-12)	This series presents math content useful to adults who take the GED Exam. It may also be useful for teaching math to high school students. Applicable to the BSAP Mathematics continuing objectives in concepts and operations.
	A READING APPROACH TO MATH (9-12)	This series is designed to be a tool which teachers may use to assist students at all levels of ability in interpreting and solving written mathematical problems. It is dedicated to all math teachers who know the challenge and frustration of trying to teach basic math skills to students who have consistently found mastering elementary math skills extremely difficult. Vocabulary is on a seventh-grade level, while actors and examples are on a tenth-grade level.

Subject Area: Natural Science

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly; 36 weeks annually. Environmental education is required as an integral part of science, social studies, and health.

Curriculum Need	Series (Grade Level)	Comments
1. Promote awareness and appreciation of natural science	UP CLOSE AND NATURAL (1-4)	Filmed in "Golden Pond" country at the 200-acre Squam Lake Science Center in New Hampshire, UP CLOSE & NATURAL is designed to develop in young viewers an awaremess and appreciation of and a sensitivity to the wonders of the natural world around them. Louise McNamara, also seen on ALL ABOUT YOU, tours the center grounds, introduces the animals that live there, and encourages students to sharpen their observation, description, and classification skills.
2. Increase the variety of of classroom science experiences available to students.	DRAGONS, WAGONS, & WAX (1-3)	This series draws experiences from all areas to help students become aware of the total environment, their place in it, and the interrelationships of all living things. Stories, songs, and real-life experiences help to make scientific knowledge more easily understood, remembered, and used. Applicable to BSAP objectives.
	FEATHERBY'S FABLES (1-2)	The overall objective of FEATHERBY'S FABLES is to create a classroom environment in which the exploration of basic science concepts is exciting and attractive to both the primary-level student and teacher. Through the creative use of puppets from the Hasty Pudding Puppet Theater, the programs are designed as a motivational tool to stimulate student interest.
	ANIMALS & SUCH (3-4)	ANIMALS & SUCH is a non-sequential series that emphasizes ecological concerns and deals with living specimens in their own environment. Applicable to BSAP life science objective.

	ATOMS AND MOLECULES (5-6)	This series on physical science uses computer-generated graphics, animation, demonstrations, and models to explain how atoms form molecules, the building blocks of matter. Emphasis is upon how physical and chemical changes come about to create new substances. Applicable to BSAP physical science objective.
	ABOUT SCIENCE (5-9)	This series actively engages the viewer in the process of scientific inquiry. Each lesson focuses on a single concept, providing a body of knowledge that is manageable for both teacher and student. The viewer sees only the hands of the person performing the laboratory experiment, while an off-camera narrator explains what is taking place.
	START HERE: ADVENTURES IN SCIENCE (4-7)	This series takes place sometime in the future in an ultramodern kitchen where four children conduct scientific experiments under the tutelage and care of a robot called Konrad. Konrad shows youngsters how to undertake classic experiments in physics that lead to an understanding of basic physical phenomena and place scientific discoveries in their historical context. Applicable to BSAP science objectives.
3. Recognize the interdisciplinary nature of science. Many science skills and concepts are related to those of other subject areas such as health.	ALL ABOUT YOU (2-3)	Louise McNamara is the teacher in ALL ABOUT YOU, an elementary course in basic human anatomy, physiology, and psychology. The series presents a picture of what a human being is, promotes an understanding of how people grow and develop both physically and emotionally, and examines the reason for good health care. The format of the series incorporates a variety of visual materials and employs on-location recording. Applicable to BSAP life science objective.
	ABOUT SCIENCE (5-9)	This series actively engages the viewer in the process of scientific inquiry. Each lesson focuses on a single concept, providing a body of knowledge that is manageable for both teacher and student. The viewer sees only the hands of the person performing the laboratory experiment, while an off-camera narrator explains what is taking place.
4. Increase interest in the study of science	FEATHERBY'S FABLES (1-2)	The overall objective of FEATHERBY'S FABLES is to create a classroom environment in which the exploration of basic science concepts is exciting and attractive to both the primary level-student and teacher. Through the creative use of puppets from the Hasty Pudding Puppet Theater, the programs are designed as a motivational tool to stimulate student interest.
	READING RAINBOW: SCIENCE (2-5)	Why is READING RAINBOW involved in science? The answer is simple—"because science is everywhere." Today, with growing concern about how students are prepared in the sciences, the trend is to integrate science into the curricula in order to maximize science learning opportunities. The teaching of science should be a true cross-pollination process, and that is what READING RAINBOW SCIENCE lessons are about. The books featured in this series and their themes invite children to explore science in the world around them.
	3-2-1 CONTACT (4-6)	3-2-1 CONTACT is an effort to use television to arouse the innate curiosity of children in the natural and technological world and to gently draw them into science and technology. Applicable to BSAP science objectives.
	THE VOYAGE OF THE MIMI (6-8)	Reflecting the national concern about science and mathematics education, the goal of THE VOYAGE OF THE MIMI is to increase children's understanding of science, mathematics, and technology, and to convey that science is an exciting and rewarding human enterprise. In the process of joining the crew on the ketch MIMI in search of whales, they will: —observe the interrelationships of physical and life sciences; —expand their practical knowledge of mathematics and measurement; —see first-hand how modern technology assists in science and math problem solving.
5. Provide instruction on natural and social aspects of human beings interrelationships with their environment.	NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.

	NATIONAL GEOGRAPHIC SPECIALS (5-12)	NATIONAL GEOGRAPHIC SPECIALS presents a wide variety of science, geography, and history subjects.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly, 36 weeks annually. Environmental education is required as an integral part of either science, social studies, or health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide unique learning experiences not otherwise available.	THE VOYAGE OF THE MIMI	Reflecting the national concern about science and mathematics education, the goal of THE VOYAGE OF THE MIMI is to increase children's understanding of science, mathematics, and technology, and to convey that science is an exciting and rewarding human enterprise. In the process of joining a crew on the ketch MIMI in search of whales, they will: —observe the interrelationships of physical and life sciences; —expand their practical knowledge of mathematics and measurement; —see first-hand how modern technology assists in science and math problem solving.
	LIFE SCIENCE (7)	This series provides lessons not ordinarily duplicated in the school setting, such as time-lapse photography and microphotography.
	THE HUMAN COMMUNITY (6-10)	As a companion series to COMMUNITY OF LIVING THINGS, the series embraces aspects of human population growth, use and storage of chemicals, present and future energy sources, and human manipulations of organisms and environment. Filmed on location, the series involves visits to a variety of locations including a coal mine, sanitary landfill, various industrial manufacturers, and research facilities.
	COMMUNITY OF LIVING THINGS (7)	This series stresses four major themes: change, diversity, interrelationships, and energy.
	LIFE SCIENCE (7)	LIFE SCIENCE is a series composed of Encyclopaedia Britannica films. A committee of life science teachers selected the programs and developed the chronology for their broadcast. The series covers such various topics as ecosystems, water life, life on land, and human systems.
2. Provide enrichment/supplemental experiences correlated to the content of the most commonly used textbooks.	WHAT ABOUT (7-8)	Series blends skills, concepts, attitudes and scientific understandings into a framework that emphasizes the process and concept of change. Applicable to BSAP integrated science process skills and reinforces BSAP science objectives.
	EARTH SCIENCE (8)	EARTH SCIENCE is a combination of the television series WHAT ON EARTH?, NATURAL SCIENCE SPECIALS, and THE UNIVERSE AND I.
	WHAT ON EARTH? (8)	Presented by Fred L. Beyer Jr., WHAT ON EARTH? is the outgrowth of an earth science education project by the North Carolina Department of Public Instruction. Goals for the student series WHAT ON EARTH? include increasing understanding about the planet on which we live in terms of resources, the processes by which it is formed and destroyed, its history, and its probable future.
	NATIONAL GEOGRAPHIC SPECIALS (5-12)	NATIONAL GEOGRAPHIC SPECIALS present a wide variety of science, geography, and history subjects.
	PHYSICAL SCIENCE (9)	PHYSICAL SCIENCE discusses the essential concepts and skills basic to physics and chemistry, such as matter, energy, force, and work. Each concept is placed in a logical sequence suitable for teaching this subject.

3. Enrich classroom instruction by providing life science perspectives related to geologic time periods.	NATURAL SCIENCE SPECIALS (8)	This series provides non-sequential lessons on life science and earth science designed to inform students about biological and geological occurrences. Several lessons take students back into geological time to give an historical perspective to life science.
4. Provide more laboratory and field experiences.	START HERE:ADVENTURES IN SCIENCE (4-7)	This series takes place sometime in the future in an ultramodern kitchen where four children conduct scientific experiements under the tutelage and care of a robot called Konrad. Konrad shows youngsters how to undertake classic experiments in physics that lead to an understanding of basic physical phenomena and place scientific discoveries in their historical context. Applicable to BSAP science objectives.
	ABOUT SCIENCE (5-9)	This series actively engages the viewer in the process of scientific inquiry. Each lesson focuses on a single concept, providing a body of knowledge that is manageable for both teacher and student. The viewer sees only the hands of the person performing the laboratory experiment, while an off-camera narrator explains what is taking place.
	FROG DISSECTION EXPLAINED (7-12)	Based on a standard secondary-level biology curriculum, these lessons are designed to explain the "how" and "why" of animal dissection to first-year biology students. The series, which includes both an external and internal examination of a leopard frog, enables students to learn the proper technique by presenting an actual dissection performed by an experienced instructor. The lessons may be used as a pre-hands-on introduction, as a supplement in classes where dissection will be performed, or as a substitute where dissection is not practical.
5. Make science instruction relevant to students' interests and needs.	WHAT ON EARTH? (8)	Presented by Fred L. Beyer Jr.,WHAT ON EARTH? is the outgrowth of an earth science education project by the North Carolina Department of Public Instruction. Goals for the student series WHAT ON EARTH? include increasing understanding about the planet on which we live in terms of resources, the processes by which it is formed and destroyed, its history, and its probable future.
	THE UNIVERSE & I (8)	THE UNIVERSE & I helps students develop positive attitudes toward the study of earth/space science. Students see themselves in relation to their planet, and they understand Earth as a member of the solar system and universe. Basic science concepts are woven into each lesson's exciting storyline to motivate students' learning.
6. Promote nutritional knowledge and development of healthful food selection habits.	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food selection habits through the exploration of values and attitudes and the acquisition of proper knowledge and skills.
Supplemental Enrichment		
	NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.
	THE HUMAN COMMUNITY (6-10)	As a companion series to COMMUNITY OF LIVING THINGS, this series embraces aspects of human population growth, use and storage of chemicals, present and future energy sources, and human manipulation of organisms and the environment. Filmed on location, the series involves visits to a variety of locations, including a coal mine, sanitary landfill, various industrial manufacturers, and research facilities.
	EXXON ENERGY CUBE (7-12)	The programs in this series may be selectively used in high school courses in which energy is studied. However, EXXON ENERGY CUBE is a library of energy education materials consisting of nine video lessons, a comprehensive teacher's guide, and a book of student projects ranging from laboratory experiments to classroom discussions and field trips. The Cube also contains posters, data cards, and a simulation that engages students in an intense problem-solving learning experience.

		For information on purchasing the *complete* EXXON ENERGY CUBE, contact: Michael Miller, Marketing, S.C. ETV, P.O. Drawer L, Columbia, SC 29250 or telephone (803)737-3433.
	THE UNIVERSE & I (8-9)	THE UNIVERSE & I helps students develop positive attitudes toward the study of earth/space science. Students see themselves in relation to their planet, and they understand Earth as a member of the solar system and universe. Basic science concepts are woven into each lesson's exciting storyline to motivate students' learning.

Level: Secondary

Defined Minimum Program: Grades 9-12, general science/physical science, biology, chemistry, and physics are among the course offerings which will be included every year. Schools (grades 9-12) with enrollments of 300 or less may alternate chemistry and physics. At least 20 percent of instructional time in all science subjects shall be devoted to student-centered laboratory experiences. All accredited high schools will include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Enrich classroom instruction by presenting a variety of laboratory experiences.	FROG DISSECTION EXPLAINED (7-12)	Based on a standard secondary-level biology curriculum, these lessons are designed to explain the "how" and "why" of animal dissection to first-year biology students. The series, which includes both an external and internal examination of a leopard frog, enables students to learn the proper technique by presenting an actual dissection performed by an experienced instructor. The lessons may be used as a pre-hands-on introduction, as a supplement in classes where dissection will be performed, or as a substitute where dissection is not practical.
	ABOUT SCIENCE (7-12)	The setting for ABOUT SCIENCE is the top of the laboratory table. Short, single concepts on scientific experiments or demonstrations of scientific principles are presented.
	PHYSICAL SCIENCE (9)	Included in the lessons are demonstrations of several basic student activities such as density, distillation, and levels.
	SEARCH FOR SOLUTIONS (9-12)	Programs demonstrate or describe how scientific principles apply to solve practical scientific problems.
	BIOLOGY & ECOLOGY (10)	This series provides non-sequential material that can be utilized by the teacher as either basic or enrichment material. Appropriate follow-up activities are outlined in the accompanying teacher's guide.
	INTRODUCING BIOLOGY (10-12)	Series focuses on the viewer by developing an appreciation of the intricate human body. The living world of animals and plants around the viewer is related to human existence, to help the student realize the unity of all life forms.
	CHEMICAL EQUILIBRIUM (11-12)	This series of six 10-minute programs is designed to instruct students in the concepts of synamic equilibrium and to stimulate further research in the subject. Using computer animation, the series examines steady state systems, dynamic vs. static equilibrium, and the meaning of the equilibrium constant.
	ELECTRON ARRANGEMENT AND BONDING (11-12)	This series of six 10-minute programs is designed to demonstrate how knowledge of the structure of the atom can be used to explain how atoms bond with each other and to stimulate further research in the subject. It examines the theories of Rutherford, Bohr, Planck and others.
2. Provide reinforcement of textbook content to improve mastery of basic concepts.	PHYSICAL SCIENCE (9)	This series is useful as a supplemental resource to many physical science textbooks. Lessons are scheduled to allow time for teacher presentation of concepts not included in series.
	DIMENSIONS IN SCIENCE: CHEMISTRY (10-12)	This series was created specifically to aid teachers and students in connecting classroom theory with the chemistry of everyday life and industry. It amplifies classroom experiments by showing how our economy functions on the same principles. With it, students are helped to see beyond cloudy chemical mixes to the wider world outside.

DIMENSIONS IN SCIENCE II: PHYSICS (10-12)	Series focuses on a fundamental curriculum. It is designed to generate a sense of excitement in scientific discovery by showing how scientists themselves view their work.
HOMEOSTASIS (10-12)	HOMEOSTASIS explores the internal systems of balance and regulation in animals. With the help of computer animation, sequences illustrate how the body deals with changing conditions such as high and low temperatures, and how the shortage (or excess) of fluids is adjusted and regulated.
WAVE PARTICLE DUALITY (10-12)	This series traces the development of the various theories advanced to explain the behavior of light from the concepts of the ancient Greeks to the proven models of today.
ENERGY FLOW (10-12)	ENERGY FLOW encompasses one of the principle themes of any biology course: the flow of energy throughout the world of living things. Central to this concept is the process of photosynthesis, without which life could not exist. This series also deals with the flow of energy in organisms within a cell, and the role of the energy flow in our agricultural system. The series concludes with a look at energy flow in the biosphere.
VECTORS (10-12)	Designed to aid in the teaching of difficult mathematical concepts, this series uses three-dimensional animation to follow the antics of two futuristic policemen as they discover the fascinating world of vectors. The series begins by defining vectors. Vectors at right angles to each other are added and the magnitude and direction of the resultant are found using the Pythagorean Theorem and the tangent ratio from trigonometry. With grids, vectors are described by ordered pairs which reflect their horizontal and vertical components. The lessons also explore the process of resolving vectors and using the sine and cosine ratios to find the ordered pair for an vector. The final two lessons apply vector principles in the real world through the concept of force.
ELECTRICITY (11-12)	ELECTRICITY explains the fundamentals of electricity, helping students formulate mental images of abstract concepts.
ELECTROCHEMISTRY (11-12)	ELECTROCHEMISTRY explains the basic principals involved in the common, everyday battery and the commercial LeClanche cell. The terminology and processes of electrochemical relations, corrosion, and electrolysis are also presented.
ELECTROMAGNETISM (11-12)	Designed to introduce students to the world of magnetism, this series shows how the historical discovery of the magnetic properties of lodestone led to the scientific understanding of Earth's magnetic field. The six computer-animated programs explore this mysterious force—from early experiments, to the concepts of electromagnetic induction, the motor principle, generators, and transformers. The series also looks at fascinating modern theories about the role of Earth's magnetic field in the extinction of species, and about the ways that animals use it for navigation.
NUCLEAR PHYSICS (11-12)	NUCLEAR PHYSICS shows step-by-step how an interest in cathode rays led scientists to discover X-rays, then alpha, beta and gamma radiation, and finally to explore the conversion of matter into energy. Vivid computer animation and narration help clarify such concepts as nuclear fission and fusion.
ORGANIC CHEMISTRY (11-12)	This series is designed to introduce students to the world of organic chemical compounds. Starting with a look at the properties of carbon, ORGANIC CHEMISTRY continues to explore its multiple uses. Included are some of the more common compounds, such as soap, fuels, polyethylene, and other petrochemical products. In addition, the series illustrates the production and function of these substances as well as isomers, alkanes, enzymes, and polymers.
ORGANIC EVOLUTION (11-12)	ORGANIC EVOLUTION traces the development of various theories of evolution. It begins with the Biblical account of creation, then goes on to discuss Darwin, Mendel, the Hardy-Weinberg law, and more. Like the study of evolution itself, the series is a syncretic—it ties together the microscopic and macroscopic, genetics and heredity, and cell reproduciton and breeding populations.
PHOTOSYNTHESIS (11-12)	This series is designed to instruct students in the principles of photosynthesis. Exciting three-dimensional computer animation shows the dynamic process of photosynthesis at the molecular

level. Starting with the historic discoveries of Joseph Priestly, Jan Ingenhousz, and Jean Senebier, the series examines the absorption of light by plants and follows the energy pathways to the production of carbohydrates and other organic materials. Programs also develop the Calvin cycle, as it functions in carbon 3 and carbon 4 plants, and the remarkable fluid transport system that delivers water and nutrients throughout the plant structure.

PROTEIN SYNTHESIS
(11-12)

This series of six 10-minute programs examines what proteins are, how protein molecules are built, and the formation and functions of DNA and RNA molecules.

STRUCTURE OF THE ATOM
(11-12)

This series of six-10 minute programs is designed to instruct students in the development of the model of the atom from the ancient Greeks to the present day and to encourage further research in the subject. The evolution of the modern model of the atom is traced by examining Dalton's atomic model, Thomson's "raisin-bun" model, Rutherford's nuclear model, Bohr's quantum model, and finally the wave-mechanical model of Heisenberg and Schrodinger.

Supplemental/Enrichment Resource

NATIONAL GEOGRAPHIC SPECIALS
(5-12)

NATIONAL GEOGRAPHIC SPECIALS present a wide variety of science, geography, and history subjects.

NATURESCENE
(6-10)

NATURESCENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.

THE HUMAN COMMUNITY
(6-10)

As a companion series to COMMUNITY OF LIVING THINGS, this series embraces aspects of human population growth, use and storage of chemicals, present and future energy sources, and human manipulation of organisms and the environment. Filmed on location, the series involves visits to a variety of locations, including a coal mine, sanitary landfill, various industrial manufacturers, and research facilities.

EXXON ENERGY CUBE
(7-12)

The programs in this series may be selectively used in high school courses where energy is studied. However, EXXON ENERGY CUBE is a library of energy education materials consisting of nine video lessons, a comprehensive teacher's guide, and book of student projects ranging from laboratory experiments to classroom discussions and field trips. The Cube also contains posters, data cards, and a simulation that engages students in an intense problem-solving learning experience.

For information on purchasing the *complete* EXXON ENERGY CUBE, contact: Michael Miller, Marketing, S.C. ETV, P.O. Drawer L, Columbia, SC 29250 or telephone (803) 737-3433.

ENVIRONMENTAL STUDIES
(9-12)

ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone or may be used in any order as units in the Environmental Studies course.

Subject Area: Social Studies

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly; 36 weeks annually. Environmental education is required as an integral part of either science, social studies, or health.

Curriculum Need	Series (Grade Level)	Comments
1. Develop skills needed to understand and to effectively participate in the everyday world.	IT'S A RAINBOW WORLD (K-1)	The lessons present beginning social studies concepts for kindergarten and first grade students. The programs, which are based on family life, show everyday situations that five-, six-, and seven-year-olds experience. As children learn about themselves, their families, and the world around them, they develop the skills necessary to understand and to participate effectively in their world.
2. Provide opportunities to: —gain knowledge of our history, —profit from our experiences, —build on our heritage, —apply fundamental social studies concepts to our daily lives.	UNDER THE BLUE UMBRELLA (1)	From this series the first-grade student will gain fundamental social studies concepts from the areas of geography, history, economics, and political science. This foundation will assist the student in beginning the acculturation process.
	UNDER THE YELLOW BALLOON (2-3)	Series presents basic social studies concepts in a developmental manner using an expanding environmental approach. The child, his family, home, community, the state, the country, and the world will all be interrelated to present concepts from each of the social studies disciplines.
	SANDLAPPER'S CORNER (3)	SANDLAPPER'S CORNER will provide students with an introduction to South Carolina and the foundations needed for later study of this state.
	LANDMARKS OF WESTWARD EXPANSION (4-6)	These lessons trace themes and events significant to the history of America's westward movement. Using a field-trip approach, LANDMARKS OF WESTWARD EXPANSION takes students to the sites where this history was made—Fort Clatsop with Lewis and Clark; Fort Vancouver, headquarters of the Hudson Bay Trading Center; and Cape Perpetua, where Captain James Cook sought the Northwest Passage.
	GETTIN' TO KNOW ME (4-8)	GETTIN' TO KNOW ME is about a contemporary southern black family and the role black folklore plays in their daily lives.
	TRULY AMERICAN (4-8)	This series helps students become aware of their heritage and to appreciate it through biographical treatment of famous 20th-century Americans.
	AMERICAN LEGACY (5-6)	AMERICAN LEGACY explores significant historical events, personalities, and economic and cultural foundations of our nation.
	PORTRAIT OF AMERICA (5-12)	PORTRAIT OF AMERICA presents a state-by-state search for understanding of the many parts that make up the whole concept of America—its vibrancy and its strength, its richness as our home. It examines the lives of hundreds of people and experiences their successes and achievements, their striving for a good life for themselves and their children, their determination and ingenuity, and their strong attachment to the land.

	THE AMERICAN FRONTIER I (6-12)	THE AMERICAN FRONTIER I, hosted by Charlie Jones and Merlin Olsen, is an unusual series of 16 short television vignettes depicting the colorful legends and history of the old west, as well as its important characters and events.
	THE AMERICAN FRONTIER II (6-12)	THE AMERICAN FRONTIER II is another set of 20 television vignettes depicting the colorful people, places, events, and legends of the old west. Each lesson is designed to teach something new about the history of this country and its pioneeers. The series is based on historical research presented in an interesting, concise format.
3. Increased knowledge of the everyday workings of our economic system.	PENNYWISE (1-3)	Puppetry and dramatization are the vehicles used in the series to demonstrate essential economic fundamentals.
	TRADE-OFFS (4-6)	This series increases knowledge of economics, aids in building skills in using economic concepts, and motivates an interest in the economic world.
4. Knowledge of the geography of our community, state, nation, and world as it relates to the development of our society and as it influences our environment.	WHERE ARE WE? (2-4)	Produced by Dr. Sandra G. Thomas, WHERE ARE WE? presents basic geography and skills in a sequential storyline of episodes that follow two children in a family and their magic toy and friend, Spaniel Boone, in need-to-know situations. They are presented with a direct-teaching approach using eye-catching visuals, animation, and fast-paced production techniques. Geography concepts and skills included in WHERE ARE WE? are related to maps and globes, cardinal directions, relative location, place, and physical geography.
	UNDERSTANDING OUR WORLD (4-6)	Three important modules, "Tools We Use," "Geography We Should Know," and "Living in Other Lands," are used in this series to make students aware of the importance of geography. Each module is designed to be used independently of the other two and in differing sequence, depending upon the general and specific needs of pupils and teachers. On-location filming has been incorporated in a majority of the lessons to bring interest and authenticity to the areas.
	FINDING OUR WAY (4-8)	Through careful sequencing, the series introduces, develops, and reinforces such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information for a better understanding of any social studies curriculum.
	GLOBAL GEOGRAPHY (6-9)	The content of this series is based on the five fundamental themes of geography described in the *Guidelines of Geographic Education*. The themes are location, place, relationships within places, movement, and regions. The themes reflect the basic ideas and concepts used in global geography. Those ideas and concepts are powerful tools that can be used by students to understand and make decisions about important issues they will face as citizens.
	SOUTH CAROLINA GEOGRAPHY (6-9)	This series responds to the specific needs of middle and junior high schools for instructional resources in teaching the geography of the state. The programs will provide indepth study of the state's regions as the *Guidelines of Geographic Education* are applied.
5. Provide instruction on the natural and social aspects of human beings interrelationships with their environment.	NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.
	NATIONAL GEOGRAPHIC SPECIALS (5-12)	NATIONAL GEOGRAPHIC SPECIALS present a wide variety of science, geography, and history subjects.
	SPIRIT OF THE LAND (6-12)	The purpose of this series is to illustrate the rich heritage of native American cultures, beginning with films on native Alaskan

and Hawaiian peoples, and to explore how each society has developed through adaptation to their specific environment.

Supplemental/Enrichment Resources

HARRIET'S MAGIC HATS (K-3)	The lessons introduce 12 community workers—their roles, duties and responsibilities, job locations, and their relationships to others in the community.
THE CLYDE FROG SHOW (1)	Programs in this series are designed to help primary students understand and cope with their emotions. Situations commonly encountered by young children are presented.
WHAT'S IN THE NEWS? (4-6)	This weekly current events series demonstrates to students that the news can teach them more about the world in which they live. From the series, students learn to think of the news as a means of developing new interests or of pursuing the interests they already have.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly, 36 weeks annually. Eighth-grade social studies must include South Carolina history as it relates to the United States.

Curriculum Need	Series (Grade Level)	Comments
1. Develop critical thinking skills in learning who we are and how we got that way.	WHAT IS . . . ? (6-12)	WHAT IS . . . ? is an exploration of the nature of history itself. Series explores fundamental concepts of various academic areas, e.g., history, economics, anthropology, geography, archeology, etc. and provides objective criteria which enable students to become critical thinkers about each of these disciplines and about the world around them.
2. Provide opportunities to gain knowledge and appreciation of our history, so students can profit from our experiences and build on our heritage.	GETTIN' TO KNOW ME (4-8)	GETTIN' TO KNOW ME is about a contemporary Southern black family and the role black folklore plays in their daily lives.
	TRULY AMERICAN (4-8)	This series helps students become aware of their heritage and to appreciate it through biographical treatment of famous 20th-century Americans.
	AMERICAN LEGACY (5-6)	AMERICAN LEGACY explores significant historical events, personalities, and economic and cultural foundations of our nation, focusing on selected geographical areas.
	PORTRAIT OF AMERICA (5-12)	PORTRAIT OF AMERICA presents a state-by-state search for an understanding of the many parts that make up the whole concept of America—its vibrancy and strength, its richness as our home. It examines the vignettes of hundreds of people and experiences their successes and achievements, their striving for a good life for themselves and their children, their determination and ingenuity, and their strong attachment to the land.
	AMERICAN FRONTIER I (6-12)	THE AMERICAN FRONTIER I, hosted by Charlie Jones and Merlin Olsen, is an unusual series of 16 short television vignettes depicting the colorful legends and history of the old west, as well as its important characters and events.
	THE AMERICAN FRONTIER II (6-12)	THE AMERICAN FRONTIER II is another set of 20 television vignettes depicting the colorful people, places, events, and legends of the old west. Each lesson is designed to teach something new about the history of this country and its pioneers. The series is based on historical research and presented in an interesting, concise format.
	OURSTORY (6-12)	Programs are designed to motivate students to appreciate and better understand events, people, and places important to the development of our nation.
	AMERICA COUNTS (7-12)	This series depicts the feelings and attitudes of different Americans towards their country, in an attempt to help students discover the meaning of being an American.

	OLD WORLD BACKGROUND (7-12)	This series follows a chronological progression of the development of European and Asiatic civilizations, beginning with prehistoric man. The social science elements of geography, history, economics, civics, sociology, and anthropology are also woven into the selected programs of this series.
	THE PALMETTO SPECIAL (8)	This series aids teachers in meeting the requirement to teach South Carolina history in an exemplary manner. The series takes students throughout the state to observe people and places, and to experience dramatic re-enactments of events that are helping to shape our present and future.
	AMERICA (9-12)	AMERICA—A Personal History of the United States—is the story of a nation inventing itself. It is the story of the great and the ordinary, of triumphs and failures, and, above all else, of the promise and progress of the American experience. This resource helps students capture the flavor of this experience, relate it to their own lives, and obtain meaning and guidance for today and the future. The series is narrated by Alistair Cooke.
	THE AMERICAN SOUTH COMES OF AGE (9-12)	This course is designed to develop an understanding of the political, social, and economic transformation of the American South since World War II; and to develop an understanding of the central role of race relations and their interrelationship with the political, social, and economic forces that have made the Southern experience in the last 25 years one of the great transformations in American history.
	NEWSCAST FROM THE PAST (9-12)	This series presents a global concept of history that allows for a horizontal view of the world within a specified period of time (40 years within a given century).
	UNITED STATES HISTORY (9-12)	The programs in this series have been selected from various sources and placed in a chronology that follows the plan most teachers use in teaching U.S. history.
3. Knowledge of geography of our community, state, nation, and world as it relates to the development of our society and as it influences our environment.	FINDING OUR WAY (4-8)	Through careful sequencing, the series introduces, develops, and reinforces such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information for a better understanding of any social studies curriculum.
	UNDERSTANDING OUR WORLD (4-6)	This series aids students in developing many social understandings by making them aware of the importance of geography in the world around them. The improvement of map and globe skills is a part of this interesting course.
	GLOBAL GEOGRAPHY (6-9)	The content of this series is based on the five fundamental themes of geography described in the *Guidelines of Geographic Education*. The themes are location, place, relationships within places, movement, and regions. The themes reflect the basic ideas and concepts used in global geography. Those ideas and concepts are powerful tools that can be used by students to understand and make decisions about important issues they will face as citizens.
	SOUTH CAROLINA GEOGRAPHY (6-9)	This series responds to the specific needs of middle and junior high schools for instructional resources in teaching the geography of the state. The programs will provide indepth study of the state's regions as *Guidelines for Geographic Education* are applied.
4. Increased knowledge of everyday workings of our economic system.	TRADE-OFFS (4-6)	Series considers fundamental economic problems relevant to everyday life. TRADE-OFFS significantly improves students' knowledge of and attitudes toward economics.
	GIVE & TAKE (6-8)	GIVE & TAKE assists students in development of economic understandings and decision-making skills.
	HISTORY MATTERS (8-12)	This lesson helps high school students understand the value of learning from the past to make decisions today. Students see a real-life example of people using their knowledge of the past while struggling with a major, present-day financial decision. The lesson is taught through the story of a high school student who is faced with a decision to spend his life's savings on a car or to use the money to help his mother and grandfather modernize the family farm. In the end, he makes his decision based on successes and mistakes from his family's case history. Weighing

		all information carefully, the boy decides to contribute to the business that has been his family's livelihood. By witnessing conflict faced by a member of their own peer group, students learn that giving up short-term gains is sometimes necessary to reach long-term goals.
	INCOMES/OUTCOME$ (IMPROVING ECONOMICS REASONING) (9-12)	Each of the units of this project emphasizes application and systematic thinking. The economic reasoning methodology is apparent enough so that students completing a unit learn a more general reasoning structure which is applied in working through problems/issues using the appropriate tools of economics.
	UNDERSTANDING TAXES (9-12)	This series is designed to teach students how taxes impact on the economy of the United States and on its citizens. Programs focus on the U.S. tax structure, the reason for taxes, the influence of taxes on inflation and employment, and "fair" taxes.
5. Enhance understanding of world cultures.	ACROSS CULTURES (7-8)	ACROSS CULTURES is designed to help young people see three very different cultures through the eyes of the people who are part of them, and understand the concepts of interdependence and global culture. The three cultural groups in the series represent three continents—the urban people of Osaka, Japan; the isolated Tarahumara mountain people of Chihuahua, Mexico; and the Baoule village people of the Ivory Coast. This series relates directly to the seventh-grade social studies curriculum.
6. Provide instruction on the natural and social aspects of human beings' interrelationships with their environment.	NATIONAL GEOGRAPHIC SPECIALS (5-12)	NATIONAL GEOGRAPHIC SPECIALS present a wide variety of science, geography, and history subjects.
	NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.
	THE HUMAN COMMUNITY (6-10)	The series embraces aspects of human population growth, use/storage of chemicals, present and future energy sources, and human manipulations of organisms/environment.
	SPIRIT OF THE LAND (6-12)	The purpose of this series is to illustrate the rich heritage of Native American cultures, beginning with films on native Alaskan and Hawaiian peoples, and to explore how each society has developed through adaptation to their specific environment.
Supplemental/Enrichment Resources		
	EXXON ENERGY CUBE (7-12)	The programs in this series may be selectively used in high school courses where energy is studied. However, EXXON ENERGY CUBE is a library of energy education materials consisting of nine video lessons, a comprehensive teacher's guide, and a book of student projects ranging from laboratory experiments to classroom discussions and field trips. The Cube also contains posters, data cards, and a simulation that engages students in an intense problem-solving learning experience. For information on purchasing the *complete* EXXON ENERGY CUBE, contact: Michael Miller, Marketing, S.C. ETV, P.O. Drawer L, Columbia, SC 29250 or telephone (803) 737-3433.

Level: Secondary

Defined Minimum Program: A school program will include each year:

A. U.S. History and the study of the Constitution;
B. Economics and American government;
C. Three other courses in the approved social studies area;
D. All accredited high schools shall include environmental studies as part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1.Develop critical thinking skills in learning who we are and how we got that way.	What IS . . .? (6-12)	WHAT IS . . .? is an exploration of history itself. Series explores fundamental concepts of various academic areas, e.g., history, economics, anthropology, geography, archeology, etc. and provides objective criteria which enable students to become critical thinkers about each of these disciplines and about the world around them.
2. Knowledge of our history. An understanding of our heritage, laws, institutions, and ideals is needed as a foundation for changing and strengthening our present society and government.	PORTRAIT OF AMERICA (5-12)	PORTRAIT OF AMERICA presents a state-by-state search for understanding of the many parts that make up the whole concept of America—its vibrancy and strength, its richness as our home. It examines the lives of hundreds of people and experiences their successes and achievements, their striving for a good life for themselves and their children, their determination and ingenuity, and their strong attachment to the land.
	THE AMERICAN FRONTIER I (6-12)	THE AMERICAN FRONTIER I, hosted by Charlie Jones and Merlin Olsen, is an unusual series of 16 short television vignettes depicting the colorful legends and history of the old west, as well as its important characters and events.
	THE AMERICAN FRONTIER II (6-12)	THE AMERICAN FRONTIER II is another set of 20 television vignettes depicting the colorful people, places, events, and legends of the old west. Each lesson is designed to teach something new about the history of this country and its pioneers.. The series is based on historical research presented in an interesting, concise format.
	OURSTORY (6-12)	Programs are designed to motivate students to appreciate and better understand people, events, and places important to the development of our nation.
	AMERICA COUNTS (7-12)	This series depicts the feelings and attitudes of different Americans towards their country, in an attempt to help students discover the meaning of being an American.
	OLD WORLD BACKGROUND (7-12)	This series begins with pre-historic man and moves through the development of Asiatic and European cultures, giving the student a better understanding of the beginnings of this nation and our world today.
	UNDERSTANDING TAXES (9-12)	This series is designed for use in business classes, such as bookkeeping, business mathematics, and accounting. Because the topic affects all students, teachers are introducing it successfully into their courses. Recommended also for courses in social science work study programs, history, government, civics, economics, distributive education and vocational agriculture. The series is designed to teach students how taxes impact the economy of the United States and its citizens. Programs focus on the U.S. tax structure, the reasons for inflation and unemployment, and what are "fair taxes."
	AMERICA (9-12)	AMERICA will help students capture the flavor of the American experience, relate it to their own lives, and obtain meaning and guidance for today and the future.
	THE AMERICAN SOUTH COMES OF AGE (9-12)	This course is designed to develop an understanding of the political, social, and economic transformation of the American South since World War II, and to develop an understanding of the central role of race relations and their interrelationship with the political, social, and economic forces that have made the Southern experience in the last 25 years one of the great transformations in American history.
	UNITED STATES HISTORY (9-12)	From UNITED STATES HISTORY students will gain a knowledge of key people, events, and issues that have been important to the development of America.
	EQUAL JUSTICE UNDER THE LAW (10-12)	This series demonstrates how the far-sighted opinions of the U.S. Supreme Court under Chief Justice John Marshall, from 1801 to 1835, shaped the course of America. Landmark cases in his courtroom which defined the powers of the judiciary and the federal government are presented.
	WAYS OF THE LAW (10-12)	WAYS OF THE LAW programs are designed to acquaint students with those areas of the law with which they are likely

		to come in contact as adults. The overall objective is to enhance their survival skills and thereby make them more productive citizens.
3. Knowledge of geography of our community, state, nation, and the world as it relates to the development of our society as it influences our environment.	GLOBAL GEOGRAPHY (6-9)	The content of this series is based on the five fundamental themes of geography described in the *Guidelines of Geographic Education*. The themes are location, place, relationships within places, movement, and regions. The themes reflect the basic ideas and concepts used in global geography. Those ideas and concepts are powerful tools that can be used by students to understand and make decisions about important issues they will face as citizens.
	SOUTH CAROLINA GEOGRAPHY (6-9)	This series responds to the specific needs of middle and junior high schools for instructional resources in teaching the geography of the state. The programs provide indepth study of the state's regions as the *Guidelines for Geographic Education* are applied.
	THE WORLD (11-12)	THE WORLD: A TELEVISION HISTORY offers a global and geographical view of the human story. Based on *The Times Atlas of World History*, the series increases students' understanding of our planet, from the dawn of mankind and the spread of agriculture to the great classical civilizations of Greece and Rome. The course also covers the development of Africa; the impact of the great religions, such as Islam and Christianity; the Chinese empire; the Ottoman and Mongol empires; the development of the United States and Russia, all the way to the Great Depression; the World Wars; the Cold War; and the division of the world into rich and poor nations.
4. Enhance understanding of world history and world cultures.	NEWSCAST FROM THE PAST (9-12)	This series presents a global concept of history that allows for a horizontal view of the world within a specified period of time (40 years within a given century).
	SAUDI ARABIA (9-12)	SAUDI ARABIA, an examination of the history, culture and people of this Middle Eastern nation, is a comprehensive look at this important land and the questions and challenges it poses.
5. Understanding of the structure and operation of local and state government.	MAKING GOVERNMENT WORK (11-12)	The series is designed to familiarize high school students with the functions of state and local government, state and federal administrative agencies, and inter-governmental relations.
6. Increased knowledge of the everyday workings of our economic system.	AMERICAN ENTERPRISE (11-12)	AMERICAN ENTERPRISE examines the economic history of the United States and focuses on five key elements in America's economic growth—land, people, innovation, organization, and government. The host/narrator for this series is actor William Shatner.
	GIVE AND TAKE (6-8)	GIVE AND TAKE assists students in development of economic understandings and decision-making skills.
	HISTORY MATTERS (8-12)	This lesson helps high school students understand the value of learning from the past to make decisions today. Students see a real-life example of people using their knowledge of the past while struggling with a major, present-day financial decision. The lesson is taught through the story of a high school student who is faced with a decision to spend his life's savings on a car or to use the money to help his mother and grandfather modernize the family farm. In the end, he makes his decision based on successes and mistakes from his family's case history. Weighing all information carefully, the boy decides to contribute to the business that has been his family's livelihood. By witnessing conflict faced by a member of their own peer group, students learn that giving up short-term gains is sometimes necessary to reach long-term goals.
7. Improve ability to solve economic problems/issues.	INCOME/OUTCOME$ (IMPROVING ECONOMICS REASONING) (9-12)	Each of the units of this project emphasizes application and systematic thinking. The economic reasoning methodology is apparent enough so that students completing a unit learn a more general reasoning structure which is applied in working through problems/issues using the appropriate tools of economics.

	UNDERSTANDING TAXES (9-12)	This series is designed to teach students how taxes impact on the economy of the United States and on its citizens. Programs focus on the U.S. tax structure, the reason for taxes, the influence of taxes on inflation and employment, and "fair" taxes.
8. Provide instruction on natural and social aspects of human beings' interrelationship with their environment.	NATIONAL GEOGRAPHIC SPECIALS (5-12)	NATIONAL GEOGRAPHIC SPECIALS present a wide variety of science, geography, and history subjects.
	NATURESCENE (6-10)	NATURESECENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.
	THE HUMAN COMMUNITY (6-10)	The series embraces aspects of human population growth, use/storage of chemicals, present and future energy sources and human manipulations of organisms/environment.
	SPIRIT OF THE LAND (6-12)	The purpose of this series is to illustrate the rich heritage of native American cultures, beginning with films on native Alaskan and Hawaiian peoples, and to explore how each society has developed through adaptation to their specific environment.
	ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone or may be used in any order as units in the Environmental Studies course.
College Credit Telecourse		
	PSYCHOLOGY 101 (11-12)	Elementary psychology is available to junior and seniors in participating high schools. Through the University of South Carolina's Department of Psychology and Office of Telecommunications Instruction, it is possible for seniors to earn three hours of college credit while still in high school. The series requires a concurrent teacher in the local school who is certified in social studies or psychology and who is responsible for supplying instruction supplemental to the videotapes. Workshops will be scheduled to prepare concurrent teachers for their participation. Examinations and answer keys for measuring student achievement for university credit will be prepared and evaluated by a member of USC's Department of Psychology. A student not planning to attend USC can receive credit for the course at other colleges and universities in the state by either transfer of the credit or by validation of the credit through an examination. Validation exams are generally administered by schools free of charge. Clemson University requires a challenge examination. Other state schools have allowed the credits to be transferred.

Subject Area: Environmental Studies

Level: Grades 1-12

Defined Minimum Program: Environmental education is required as an integral part of science, social studies, and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction on the natural and social aspects of human beings' interrelationships with their environment.	UP CLOSE AND NATURAL (1-4)	Series emphasizes the close relationships of humans to nature and the importance of respecting the harmony and order of the natural world.

THE HUMAN COMMUNITY (6-10)	The series embraces aspects of human population growth, use/storage of chemicals, present and future energy sources, and human manipulations of organisms/environment.
NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina and other states. Programs are taped in a variety of interesting locations and are recommended particularly for biology and environmental studies.
COMMUNITY OF LIVING THINGS (7)	This series of life science programs stresses four major themes: change, diversity, interrelationships, and energy.
EXXON ENERGY CUBE (7-12)	The programs in this series may be selectively used in high school courses in which energy is studied. However, EXXON ENERGY CUBE is a library of energy education materials consisting of nine video lessons, a comprehensive teacher's guide, and a book of student projects ranging from laboratory experiments to classroom discussions and field trips. The Cube also contains posters, data cards, and a simulation that engages students in an intense problem-solving learning experience. For information on purchasing the *complete* EXXON ENERGY CUBE, contact: Michael Miller, Marketing, S.C. ETV, Drawer L, Columbia, SC 29250 or telephone (803) 737-3433.
ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone or may be used in any order as units in the Environmental Studies course.

Subject Area: Art

Level: Grades 1-12

Defined Minumum Program: Grades 1-6, 40 minutes weekly; 36 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Promote an understanding of the arts as a means of expressing oneself and communicating with and learning about the world.	THE BIG A (1-3)	THE BIG A serves as a resource for understanding the arts by allowing students to explore concepts in art history, criticism, aesthetics, and studio art.
	ART-I-FACTS (3-4)	The goals of this series are to introduce students to the artistry of the world around them; to instill an appreciation for the various art forms and styles; and to develop skills that enhance students' creativity, expression, and personal fulfillment. Each program is designed to introduce the visual elements and artistic concepts and offers opportunities for students to observe, analyze, experience, and create art.
	ARTSCAPE (4-6)	When art is introduced to children, something magical happens. The eight programs of ARTSCAPE recognize this and lend a fresh approach to teaching kids the basic concepts of visual art. The series itself is artistically superb, featuring original songs and electronic music in stereo, great works of visual art, and dazzling, advanced computer graphics. Art becomes real, fascinating, and fun.
	IMAGES AND THINGS (4-7)	IMAGES AND THINGS helps strengthen the teaching of art by providing classroom art experiences not available in the ordinary classroom. The series helps students to perceive qualities in people, objects, and events, and to learn to respond and use them in visual expressions. It also helps students discriminate among characteristics of art media.
	ARTS-A-BOUND (5-7)	ARTS-A-BOUND takes fifth- and sixth-grade students on field trips to where the arts are made, displayed, or performed. The series helps students understand , value, and enjoy theater.

		music, and the visual arts by exposing them to the people, the process, and the performance of all kinds of art.
	CONVERSATIONS WITH ARTISTS (7-12)	Beryl Dakers' intimate and informal conversations with artists featured on the ART'S THE THING! series, produced by S.C. ETV, provide students with important insights and information about artists and their work. Ms. Dakers' interviews provide teachers and students with a rare collection of vignettes of artists who either currently live and work in South Carolina or have their roots here.
	HUMANITIES (9-12)	HUMANITIES seeks to convey the total effect of English, literature, art, philosophy, and political thought on the development of our culture. A specially designed model theater and visuals from libraries, museums, and art galleries are used in the series. Outstanding teaching by Clifton Fadiman is combined with the most advanced technology of the motion picture camera and the skill of professionals. The lessons are intended to arouse students' imaginations.
	VISIONS: ARTISTS AND THE CREATIVE PROCESS (11-12)	The words and works of more than 40 artists pull viewers into the heart of the creative moment. These lessons present an extraordinary look at the process by which the artist shapes an environment—a land, a sky, a people—to the demand of a very personal vision. The first lesson is a 52-minute introductory program.
2. Provide assistance to schools not having specialized art teachers.		The eight series listed under Curriculum Need No. 1. also meet this need.
3. Provide opportunities to explore art activities, e.g., develop manipulative skills and creative expression.	DRAW ALONG (1-3)	This series is based upon the philosophy that drawing is a way of communicating one's thoughts and feelings to others and sometimes to oneself. It encourages children to express themselves graphically and gives them suggestions for doing so. Subjects chosen from presentations are slow-paced.
	RETURN OF THE ARTMAKER (5-7)	This series, which includes lessons in advanced painting, crayon techniques, and clay, as well as poster making, book making, soap carving, floral arrangements, papier mache, collages, lettering, murals, and perspective, challenges the students to reach new highs in manipulative skills and creative expression.

Subject Area: Fine Arts

Level: Middle-Junior High

Defined Minimum Program: Fine Arts—A fine arts program including music and art will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

Curriculum Need	Series (Grade Level)	Comments
1. Promote an understanding of the arts as a means of expressing oneself, communicating with and learning about the world.	ARTSCAPE (4-6)	When art is introduced to children, something magical happens. The eight programs of ARTSCAPE recognize this and lend a fresh new approach to teaching kids the basic concepts of visual art. The series itself is artistically superb, featuring original songs and electronic music in stereo, great works of visual art, and dazzling, advanced computer graphics. Art becomes real, fascinating, and fun.
	ARTS ALIVE (6-8)	Eight of the programs in ARTS ALIVE deal with the elements and processes of the visual arts, dance, music, and drama. For each of these, one program examines the distinctive elements of which it is made, and one program shows how these elements are combined during the creative process. Five programs focus on the role of the arts in life and the value of arts to the individual and society.

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2. Provide opportunities to explore art activities, e.g., develop manipulative skills and creative expression.	RETURN OF THE ARTMAKER (5-7)	This series, which includes lessons in advanced painting, crayon techniques, and clay, as well as poster making, book making, soap carving, floral arrangements, papier mache, collages, lettering, murals, and perspective, challenges the students to reach new highs in manipulative skills and creative expression.
3. Opportunity to develop aesthetic judgment skills within the intermediate years. Opportunity to incorporate elements of art history and criticism in courses.	IMAGES AND THINGS (5-8)	IMAGES AND THINGS helps students discriminate among characteristics of art media. It also helps them perceive qualities in people, objects, and events, and learn to respond and use them in visual expressions.

Level: Secondary

Curriculum Need	Series (Grade Level)	Comments
1. Opportunity to develop aesthetic and critical judgment skills and to incorporate elements of art history and criticism in courses.	VISIONS: ARTISTS AND THE CREATIVE PROCESS (11-12)	The words and works of more than 40 artists pull viewers into the heart of the creative moment. These lessons present an extraordinary look at the process by which the artist shapes an environment—a land, a sky, a people—to the demand of a very personal vision. The first lesson is a 52-minute introductory program.

Subject Area: Music, Drama, and Dance

Level: Elementary

Defined Minimum Program: Grades 1-6, 40 minutes weekly; 36 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Provide experiences in extending and reinforcing basic concepts in music education.	HOLIDAY SPECIALS (K-12)	Each year, the Office of Instructional Technology develops a series for holiday viewing in public schools. Included are programs produced in South Carolina as well as programs acquired from across the nation. There are programs for all grade levels. A teacher's guide and schedule, in the form of a poster, are mailed in November to the schools.
	HARMONY (2-3)	From the HARMONY series students will gain an understanding of the performing arts—music, drama, and dance. The series objectives will focus on creating the arts, responding to the arts, and living with the arts.
	MUSIC AND ME (3-4)	MUSIC AND ME actively involves the learner in a process of skills development through singing, listening, rhythmic expression, and the playing of simple instruments. The series emphasizes a more complete musical experience and assists with the development of an understanding and appreciation for music.
	MUSICAL ENCOUNTER (3-6)	This series transmits the joy and enthusiasm of those children playing musical instruments for their peers—the viewers—and exposes the viewing audience to the various sounds of musical instruments and fosters an understanding of the difficulties that challenge the players of each instrument.
	IT'S MAINLY MUSIC (4-6)	In this series Heather, a musician, and her three young friends, Kimberly, Justin, and Nicholas, explore the components and various concepts of music. Together they discuss the importance of melody, harmony, and rhythm. The programs include demonstrations of many different styles of music and a variety of musical instruments.

	GUITAR, GUITAR (6-12)	This "how-to" series is designed to introduce basic guitar techniques to beginning guitar students.
2. Enrich classroom instruction as well as provide opportunities for experiencing extended artistic performances such as concerts, operas, musicals, ballets, drama, and mime.	PASS IT ALONG (4-5)	The lessons in the series feature artists who express themselves in a different artistic medium but who are also concerned with and inspired by the natural beauty of our environment. Topics covered are photography, dance, performance, painting, architecture, writing, and music. The series blends scientific, artistic, and environmental concepts.
	ARTS-A-BOUND (4-6)	ARTS-A-BOUND takes fifth- and sixth-grade students on field trips to where the arts are made, displayed, or performed. The series helps students understand, value, and enjoy theater, dance, music, and the visual arts by exposing them to the people, the process, and the performance of all kinds of arts.
	MEET AN ORCHESTRA MUSICIAN (4-8)	This fantasy about an imaginary symphony orchestra preparing for a youth concert introduces students to musicians from all the sections of the orchestra. Viewers see and hear all the families of instruments and begin to understand the care those instruments require and the physical and mental work and cooperation that go into a performance.

Level: Middle-Junior High and Secondary

Defined Minimum Program: Fine Arts: A fine arts program including music and art will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take the fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to experience performance in music, drama, and dance.	EXPERIENCES IN MUSIC, DRAMA, AND DANCE (7-12)	EXPERIENCES IN MUSIC, DRAMA, AND DANCE helps strengthen the music curriculum at the secondary level through exposure to artistic performances in the area of music, drama, and dance.
2. Provide skills necessary for beginning to play the guitar.	GUITAR, GUITAR (6-12)	This "how-to" series is designed to introduce basic guitar techniques to beginning guitar students.
3. Enrich classroom instruction as well as provide opportunities for experiencing extended artistic performances such as concerts, operas, musicals, ballets, drama, and mime.	MEET AN ORCHESTRA MUSICIAN (4-8)	This fantasy about an imaginary symphony orchestra preparing for a youth concert introduces students to musicians from all the sections of the orchestra. Viewers see and hear all the families of instruments and begin to understand the care those instruments require and the physical and mental work and cooperation that go into a performance.

Subject Area: Physical Education

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Gain an awareness of body movement skills and control.	LEAPS AND BOUNDS (1-2)	In LEAPS AND BOUNDS, children in kindergarten through grade two demonstrate a noncompetitive, thinking approach to movement skills and a growing awareness of what they can do

		with their bodies. The series moves from basic concepts of body awareness and control to locomotor skills, creative movement, tumbling, and more complex skills, such as striking a ball with a paddle.
2.Gain an understanding of the concepts and practices needed to become physically fit.	ALL FIT WITH SLIM GOODBODY (3-4)	ALL FIT WITH SLIM GOODBODY is designed to help children improve their overall level of physical fitness. They identify and develop skills in such areas as flexibility, strength, cardiorespiratory endurance, coordination, posture, balance, etc. Throughout the series, Slim Goodbody encourages a positive attitude towards self and others. Each lesson combines participatory elements (i.e., movement designed for classroom application) along with simple physiological information about the mechanical principles involved in movement.

Level: Secondary

Defined Minimum Program: Grades 9-12. A school program will include health and physical education for boys and girls.

Curriculum Need	Series (Grade Level)	Comments
1. Practice a holistic approach to wellness.	FEELING FIT (9-12)	FEELING FIT takes a holistic approach to wellness and recognizes the interaction of physical, emotional, social, spiritual, and intellectual factors that are necessary for well being. The series brings together the top wellness experts in the fields of health education, aging, exercise physiology, nutrition, medicine, stress management, weight control, and behavioral change.

Subject Area: Health and Safety

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually. Environmental education is required as an integral part of science, social studies, and health.

Curriculum Need	Series (Grade Level)	Comments
1. Promote improved health.	WELL, WELL, WELL WITH SLIM GOODBODY (1-3)	This health education series for primary students stresses food, first aid, and feelings more than blood and bones. The lively lessons balance entertainment with solid content about healthful living.
	HIGH FEATHER (4-9)	By teaching the value of good nutrition and how to achieve it, HIGH FEATHER motivates children to eat food that is good for them. The series teaches young people that, in order to achieve their goals, they must take care of their bodies and that they are responsible for themselves.
	POWERHOUSE (5-8)	Series focuses on broad health themes such as stress competition, alcohol abuse, and nutrition.
	CONRAD (6-9)	CONRAD is a basic health education resource dealing with physical health and disease prevention. Student participation activities are provided with each lesson in the teacher's guide to insure real understanding and practice of health concepts essential to development of good health.
2. Provide a progressive program of health instruction that is consistent with growth and development patterns of children.	ALL ABOUT YOU (2-3)	ALL ABOUT YOU is a series that integrates science and health instruction. The series presents a picture of what a human being is and promotes an understanding of how people grow and develop physically and mentally.

	THE INSIDE STORY WITH SLIM GOODBODY (3-5)	THE INSIDE STORY WITH SLIM GOODBODY deals with the human body and how to maintain it as a healthy organism.
	GROWING UP (5-8)	The GROWING UP series addresses the topic of teenage sexual behavior. The programs are designed for use in the middle school, although upper elementary, or even high school students, may benefit from the information presented. It is vital that a quality program involving factual information and decision-making be offered to these young people in the hope that responsible education will produce responsible people.
	SELF INCORPORATED (5-8)	The series focuses on emotional difficulties of early adolescence and deals with such topics as dating, feelings associated with psychological changes in young people, mood swings, pressures to achieve, etc. These themes are explored through dramatizations that are generally open-ended, stimulating classroom discussions and activity.
	CONRAD (6-9)	Since lifestyles are developed very early in life, this series shows the cause and rehabilitation from disease; thus allowing students to determine their own set of values regarding health. The choice of content was based on the documented need for more health information in various critical areas.
3. Promote safety habits.	CALLING ALL SAFETY SCOUTS (1-3)	This series provides children with vital safety concepts in a way that is both informative and fun. These magazine-format shows offer youngsters sound information and instruction in correct safety practices in the home, school, community, and recreational environments. The series shows children how and where accidents occur, and sensible means of preventing them. It also offers many opportunities for participation—safety quizzes and other games and activities are regular features.
	SCHOOL BUS SAFETY (K-12)	SCHOOL BUSY SAFETY promotes the safe use and driving of school buses by students.
4. Provide instruction on child sexual abuse.	AN OUNCE OF PREVENTION (Child Sexual Abuse) (4-6)	This series is designed to provide vital, age-appropriate and broadly usable information on sexual abuse to children four through fourteen years of age. The programs should be used only after preview and the appropriate involvement of local school district or community groups.
5. The development of good mental health as an important component of health instruction.	INSIDE/OUT (4-7)	Series uses an approach to mental health which enables the child to consider, to feel, and to act upon the choices that bear on the quality and scope of his or her own life. INSIDE/OUT demonstrates quality experiences in positive mental health.
Supplemental/Enrichment Resources		
	MULLIGAN STEW (4-7)	This series examines calorie counting, fad diets, diet planning, food buying, food preparation, digestion, natural foods etc. MULLIGAN STEW aims to help students discover good health.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly, 9 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Promote improved health habits.	POWERHOUSE (5-8)	Series focuses on broad health themes such as stress, competition, alcohol abuse, and nutrition.
	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values and attitudes and ways to acquire knowledge and skills.

	DRUG ABUSE AND HUMAN PHYSIOLOGY (7-12)	Awareness and accurate information are our best weapons in the war against substance abuse. These lessons stimulate students to analyze the effects of alcohol and drug use and to make personal decisions based upon complete information. The objectives of the series are to provide information about the effects of alcohol and drugs on the mind and body; to show the effects of alcohol and drug use on driving; to expose myths commonly held regarding drug and alcohol use; to provide vicarious experiences through which students can learn how drugs and alcohol can adversely affect lives; to teach that drug and alcohol abuse are treatable illnesses; to provide sources of help for alcohol and drug users and their families; and to stimulate discussion about concerns students may have over alcohol and drug use. Scientific documentation and interviews with former users serve as a springboard for meaningful discussions.
2. Provide a progressive program of health instruction which is consistent with growth and development patterns of children.	CONRAD (6-9)	CONRAD is a basic health education resource dealing with physical health and disease prevention. Student participation activities are suggested to insure real understanding and practice of health concepts.
3. Provide instruction promoting good mental health—an important component of health instruction.	SELF INCORPORATED (5-8)	This series is designed to stimulate classroom discussion of some of the critical issues and problems of early adolescence such as life changes, sexual identity, cliques, and drugs. Teachers, mental health workers, counselors, and parents can make effective use of SELF INCORPORATED.
	DEGRASSI JUNIOR HIGH (7-9)	The purpose of this series is to help young teenagers feel good about themselves through bright, entertaining, and provocative stories to which they can easily relate. By viewing the lessons and discussing them, students can become better prepared to make more informed choices in dealing with the problems and realities of growing up. The themes of the lessons are self-image, peer pressure, friendship, sexuality, family relationships, lying, alcohol, drugs, smoking, dating, stereotypes, child abuse, maturity, responsibility, death, and leadership.
	ISSUES OF THE 80'S (7-12)	The purpose of this series is to improve the awareness and well-being of students by presenting possible solutions to modern society's most pressing problems—the feminization of poverty, teen pregnancy, single parenting, sex equality, and emotional abuse.
	ON THE LEVEL (8-12)	This series in personal and social growth is designed for secondary school students and is intended to be a part of a school system's comprehensive health and education program. Topics covered include developing self concept, accepting feelings, managing conflict, and coping with stress.
4. Promote safety habits.	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.
	BEFORE THE STORM (7-12)	Everyone who lives in areas where hurricanes may occur should always be prepared to take whatever actions are necessary to protect life and property. The series was produced by South Carolina ETV for the South Carolina Coastal Council, in consultation with the National Weather Service, the Council's hurricane videos council, and other agencies. The programs are suitable for use with adult groups as well as students.

Level: Secondary

Defined Minimum Program: Grades 9-12. A minimum of one unit of health education will be offered as an elective for 36 weeks in a school program. Health courses may be taught on a semester basis.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction on contemporary health problems of the adolescent, emphasizing individual responsibility for one's health.	CONRAD (6-9)	Series content focuses on the critical health needs of the adolescent. Practical methods of improving and maintaining one's own health are emphasized.
	DRUG ABUSE AND HUMAN PHYSIOLOGY (7-12)	Awareness and accurate information are our best weapons in the war against substance abuse. These lessons stimulate students to analyze the effects of alcohol and drug use and to make personal

		decisions based upon complete information. The objectives of the series are to provide information about the effects of alcohol and drugs on the mind and body; to show the effects of alcohol and drug use on driving; to expose myths commonly held regarding drug and alcohol use; to provide vicarious experiences through which students can learn how drugs and alcohol can adversely affect lives; to teach that drug and alcohol abuse are treatable illnesses; to provide sources of help for alcohol and drug users and their families; and to stimulate discussion about concerns students may have over alcohol and drug use. Scientific documentation and interviews with former users serve as a springboard for meaningful discussions.
	FEELING FIT (9-12)	FEELING FIT takes a holistic approach to wellness and recognizes the interaction of physical, emotional, social, spiritual, and intellectual factors that are necessary for well being. The series brings together the top wellness experts in the fields of health education, aging, exercise physiology, nutrition, medicine, stress management, weight control, and behavioral change.
	ISSUES OF THE 80'S (7-12)	The purpose of this series is to improve awareness and well-being of students by presenting possible solutions to some of modern society's most pressing problems—the feminization of poverty, teen pregnancy, single parenting, sex equality, and emotional abuse.
2. Provide instruction promoting good mental health—an important component of health instruction.	ON THE LEVEL (8-12)	This series in personal and social growth is designed for secondary school students and is intended to be a part of a school system's comprehensive health education program. Topics covered include developing self concept, accepting feelings, managing conflict, and coping with stress.
3. Promote safety habits.	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.
	BEFORE THE STORM (7-12)	Everyone who lives in areas where hurricanes may occur should always be prepared to take whatever actions are necessary to protect life and property. The series was produced by South Carolina ETV for the South Carolina Coastal Council, in consultation with the National Weather Service, the Council's hurricane videos council, and other agencies. The programs are suitable for use with adult groups as well as students.

Subject Area: Driver Education

Level: Secondary

Defined Minimum Program: A school program shall include the complete program of driver education, classroom and behind-the-wheel phases.

Curriculum Need	Series (Grade Level)	Comments
1. Provide classroom teachers with driver education learning situations difficult or impossible to create in the classroom.	THE RIGHT WAY (9-12)	This series is designed to aid the classroom instructional phase of driver education and traffic education. Its objectives and content items are derived from what people do, on and off the highway, relating to the Highway Transportation System.

Subject Area: Substance Abuse

Level: K-12

Defined Minimum Program: Alcohol and Drugs. Through special instruction, an awareness will be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects and physiological effects upon the total community. Instruction will be offered in all schools of the state and will be studied and presented as thoroughly and in the same manner as all other required subjects.

Curriculum Need	Series (Grade Level)	Comments
1. Promote the development of positive self-concept among students.	INSIDE/OUT (4-7)	Emphasis in this series is on helping the whole child develop a personally effective lifestyle and on promoting the well-being of children.
2. Provide instruction to meet the DMP requirement to develop an awareness of the ill effects of alcohol and drugs.	INSIDE/OUT (4-7)	Programs from the series may be used to initiate study in substance abuse. Studies of the effects of alcohol, tobacco, and drug abuse can be approached through the effective lessons of INSIDE/OUT.
	POWERHOUSE (5-8)	This series consists of 16 episodes that follow the POWERHOUSE gang (the kids at an urban recreation center) through a series of adventures, all related to such broad health themes a stress, alcohol abuse, and competition. It is designed for middle school-age children and includes public service announcements (commercials) about health and nutrition.
	DRUG ABUSE AND HUMAN PHYSIOLOGY (7-12)	Awareness and accurate information are our best weapons in the war against substance abuse. These lessons stimulate students to analyze the effects of alcohol and drug use and to make personal decisions based upon complete information. The objectives of the series are to provide information about the effects of alcohol and drugs on the mind and body; to show the effects of alcohol and drug use on driving; to expose myths commonly held regarding drug and alcohol use; to provide vicarious experiences through which students can learn how drugs and alcohol can adversely affect lives; to teach that drug and alcohol abuse are treatable illnesses; to provide sources of help for alcohol and drug users and their families; and to stimlate discussion about concerns students may have about alcohol and drug use. Scientific documentation and interviews with former users serve as a springboard for meaningful discussions.
	ISSUES OF THE 80'S (7-12)	The purpose of this series is to improve the awarenss and well-being of students by presenting possible solutions to some of modern society's most pressing problems—the feminization of poverty, teen pregnancy, single parenting, sex equality, and emotional abuse.
	DEGRASSI JUNIOR HIGH (7-9)	The purpose of this series is to help young teenagers feel good about themselves through bright, entertaining, provocative stories to which they can easily relate. By viewing the lessons and discussing them, students can become better prepared to make more informed choices in dealing with the problems and realities of growing up. The themes of the lessons are self-image, peer pressure, friendship, sexuality, family relationships, lying, alcohol, drugs, smoking, dating, stereotypes, child abuse, maturity, responsibility, death, and leadership.
3. Promote the development of effective life-coping skills for dealing with such adolescent problems as substance abuse and peer pressure.	ON THE LEVEL (8-12)	This series can serve as a useful resource in stimulating interest in developing such skills as evaluation, decision making, risk confrontation and mediating. Such skills and a willingness to cope with issues and problems equip a person with alternatives for dealing with society.

Subject Area: Guidance

Level: K-12

Curriculum Need	Series (Grade Level)	Comments
1. Promote the development of a positive self-concept in students.	INSIDE/OUT (4-7)	INSIDE/OUT teaches mental health instead of teaching about it. The effects of drugs, alcohol and tobacco, family living, and communications skills are all approached through the affective lessons of this series.
2. Provide instructional resources to aid in teaching the concepts related to affective education and to assist teachers in development of their guidance and related skills.	INSIDE/OUT (4-7)	The effective approach of the series helps children to understand their own sadness, happiness, joy, fear, love, and hate, and those feelings in others. The material in the guide will help teachers plan, create, and meet the challenges of effective teaching.
3. Development of life-coping skills by children for dealing with the problems and challenges of living, changing, and growing.	SELF INCORPORATED (5-8)	SELF INCORPORATED serves as an effective guidance resource for the classroom teacher. A goal of the series is to stimulate children's interest in alternatives and potential solutions to issues confronting them.
	ON THE LEVEL (8-12)	This series in personal and social growth is intended to be a part of a secondary school's comprehensive health and education program.
4. Development by children of personal and interpersonal skills and attitudes essential to success in school and work.	THE CLYDE FROG SHOW (1)	This series helps students develop positive attitudes toward others and decision-making skills. Programs aid teachers in promoting good mental health—a basis for all intellectual, social, and professional functionings.
	BREAD & BUTTERFLIES (4-7)	BREAD & BUTTERFLIES translates these needs into goals and objectives and then into content and learning activities. The series should help students see the connection between school and the real world.
5. Development of clearer concepts of successful work behavior.	BREAD & BUTTERFLIES (4-7)	See comments above.
6. Facilitate the integration and teaching of guidance concepts into the curriculum.	BREAD & BUTTERFLIES (4-7)	All subject area teachers should find the series useful not only in meeting the career development needs of students, but also in enhancing the skills taught in class.
7. Assist school counselors in providing knowledge and skills which lead the student to a more positive self-concept.	SELF INCORPORATED (5-8)	The series emphasizes and reinforces the affective component of the guidance program; teachers will find ideas and concepts which they may use in their classrooms.
8. Develop knowledge and awareness of the work world and to assist students in exploring career/occupational options.	BREAD & BUTTERFLIES (4-7)	Secondary students whose experiences have been deficient in some areas of career development will benefit from this series on adults at work.
	SPACES (5-8)	This series is designed to encourage minority children to consider science and technology as career choices by highlighting the accomplishments of blacks, Hispanics, Asians, and Native Americans in science. It presents profiles and facts in a fast-paced magazine format of mini-documentaries, animation, and music. Mini-documentaries comprise two thirds of each program and show portraits of minority scientists and students. Also presents historical contributions of minority scientists and future trends in science.

Subject Area: Career Education

Level: K-12

Curriculum Need	Series (Grade Level)	Comments
1. Develop career planning skills essential to improving employment decisions.	HARRIET'S MAGIC HATS (K-3)	This series and the accompanying teacher's guide introduce 12 community workers—their roles, duties, responsibilities, job locations, and their relationships to others in the community.
	PICKING YOUR PATH (3-6)	This series of short introductions to the 14 basic career clusters will provide springboards for students to discuss various careers they may choose to pursue. Teachers will find these programs valuable resources to help their students begin to pursue their interests in developing skills and knowledge in "paths" that appeal to them for possible career development.
	BREAD & BUTTERFLIES (4-7)	BREAD & BUTTERFLIES pulls together all the facets of personal career development that help young people understand who they are and what they can become. Basics such as learning about work, uncovering personal feelings about career roles, or doing work-related tasks are covered in this series.
	SPACES (5-8)	This series is designed to encourage minority children to consider science and technology as career choices by highlighting the scientific accomplishments of blacks, Hispanics, Asians, and Native Americans. The series presents profiles and facts in a fast-paced magazine format of mini-documentaries, animation, and music. Mini-documentaries comprise two thirds of each program and show portraits of minority scientists and students. Historical contributions of minority scientists and future trends in science are also presented.
	DEVELOPING YOUR CAREER: A PROCESS OF SELF-MANAGEMENT (7-12)	DEVELOPING YOUR CAREER: A PROCESS OF SELF-MANAGEMENT is aimed primarily at high school sophomores, but it can be a useful resource for younger and older students. The course encourages students to discover their talents and skills, to learn to take responsibility for developing these assets, and to get involved in volunteer work as a means of discovering a career and helping the community. The students are taught planning and decision-making skills and career research techniques.
	CAREER PLANNING (9-12)	This series is designed to provide secondary students with skills and strategies with which to plan careers for themselves. The series, presented in a dramatized format, follows the efforts of three high school students as they decide upon their future occupations. Each student deals with parental and peer pressure, the pressures of a tough job market, and the need for self-analysis. The three students are aided in their search by guidance counselors, who help them discover successful tools and techniques for finding the right employment.
	GOOD WORK VI (9-12)	This series of documentaries highlights ten different kinds of occupations for young people. Each lesson profiles a person who is a professional, looks at his or her training, tours the person's workplace, and explains the practical skills and training offered by employers and colleges.
2. Develop knowledge and awareness of the work world.	WORLD OF WORK (9-12)	"Is technology stealing your job?" and "Where will you work tomorrow?" These are two of the big questions that these two programs address. They will provide valuable information and insights into the impact of the rapidly developing technologies on how we work, where we work, and the kind of work we do. It is predicted that teenagers today could have three different careers during their working lives. Lifelong learning is taking on new meaning as changes accelerate that affect our careers.
3. Provide instruction to help students find, get, and keep a job.	MAKING IT WORK (9-12)	This series introduces viewers to skills required for a job search, job acquisition, and job survival.

Subject Area: Vocational (Business Education)

Level: Secondary

Curriculum Need	Series (Grade Level)	Comments
1. Develop knowledge and awareness of business occupations.	BUSINESS CONCEPTS (9-12)	Designed to help teach fundamental concepts in business, this series looks at five themes—retail selling, contract law, accounting principles, business ownership, and inventory. Each program blends clear visual illustration with practical and humorous narration to explain the different topics.
	KEYS TO THE OFFICE (9-12)	This series will help teachers to prepare their students to make the transition from the classroom to the world of business. It identifies and demonstrates basic business skills, concepts and attitudes that are essential to attainment of success in the modern business environment. The series encourages acquisition of business skills, such as effective speaking, clear writing, time management, effective face-to-face communication, and making decisions.

Subject Area: Vocational (Home Economics)

Level: Secondary

Curriculum Need	Series (Grade Level)	Comments
1. To provide instruction in basic homemaking and parenting skills to better prepare students to assume responsible roles as parents and homemakers.	AND SEW ON (7-12)	Styles can change frequently and rapidly. And often teenagers are on the leading edge of that change. Shirley Adams, the series instructor, teaches girls and boys how to maintain that edge by demonstrating basic techniques for making clothes and accessories and for altering clothes to fit styles, body types and social situations. The instruction is clear and accurate and full of tips and tricks that can make the difference between an amateur and a professional effect.
	DIMENSIONS OF CHILD DEVELOPMENT (11-12)	This series is designed to help teachers and students studying Early Childhood Education focus on developmental needs of young children. It provides suggestions for opportunities that will enhance personal growth. Programs in the series focus on the developmental needs of young children in the following categories: social, creative, physical, emotional, intellectual, and nutritional.
	FOOTSTEPS (11-12)	FOOTSTEPS presents findings about how young children grow and learn and illustrates ways to apply this information. It also presents several alternative approaches to bringing up children. The series is recommended for use by home economics teachers in family living classes.
2. Provide instruction which promotes nutritional knowledge and development of healthful food selection habits.	SOUP TO NUTS (7-8)	SOUP TO NUTS is designed to encourage student evaluation of personal food habits as well as teach nutrition concepts. The series leads students through the decision-making process by exploring food related values, attitudes, knowledge and actions. Nutritional alternatives, risks and outcomes are presented to guide students toward making sound decisions regarding foods throughout their lives.
3. Provide instruction which promotes effective functioning as a consumer with a complex economic system.	AMERICAN ENTERPRISE (10-12)	This series of five programs examines the organization of the economic system and explores the influences of land, innovation, and government. Citizen/consumer interaction with and impact on the system is presented.

Subject Area: Vocational (Trades and Industrial Education)

Level: 7-12

Curriculum Need	Series (Grade Level)	Comments
1. Provide more effective and appealing instruction on technical concepts and principles supporting high technology.	PRINCIPLES OF TECHNOLOGY (10-12)	This series includes video presentations, hands-on laboratory experience, and exercises to make learning effective and appealing for the vocational student. In a concrete and practical manner, it shows how technical concepts and principles apply to mechanical, thermal, electrical, and fluidal (e.g., hydraulic and pneumatic) systems that are the foundation of high technology.
Supplemental/Enrichment Resources		
	AUTO SHOP SAFETY (7-12)	A curriculum-based, secondary-level safety program, AUTO SHOP SAFETY is designed to introduce students to basic equipment and safety techniques in the auto shop. The series is set in an actual shop and uses real students and a sequence helps call attention to the potential severity of injury. Overall, the lessons show students how to work safely in an automotive repair and maintenance environment.
	MULTIMETERS EXPLAINED (9-12)	MULTIMETERS EXPLAINED introduces secondary-level electronics students to one of the most commonly used pieces of electronic test equipment, as required by a standard secondary electronics curriculum. The series presents basic terminology and demonstrates how to use and distinguish the difference between analog and digital multimeters. Examples of how to perform various tests are shown in a clear step-by-step sequence. Close-up photography and precise, detailed descriptions help students develop a practical working knowledge of multimeters.
	WORKSHOP HINTS (8-12)	This series shows how to handle selected tools properly and how to apply this knowledge to create practical and artistic products in wood.

Subject Area: Computer Education

Level: Elementary

Curriculum Need	Series (Grade Level)	Comments
1. Increase base level of knowledge about microcomputers and their application.	COMPUTERBREAK (4-8)	This series acquaints the learner with the extent of computer integration into society, the history of computers, how a computer works, the importance of human thinking to the process, and the essential steps, statements, and commands to programming in BASIC. The last program applies the information gained in the first 11 programs, so that the learner can become an active participant in a computerized society.
2. Increase understanding of computer use as a problem-solving tool.	THE VOYAGE OF THE MIMI (6-8)	The television series presents a wide variety of scientific/mathematical concepts in real-world settings. The related computer modules provide activities to develop specific knowledge and concepts introduced in the television series. The software games and activities extend concepts, and model real-world applications of computers and problem-solving tools.
	THE COMPUTER ROOM (4-7)	This series of ten 15-minute programs is designed to introduce students to computers by building awareness of what

		computers do in the school, home, and workplace. The magazine-format programs feature a section on the history of computers, a short review of software, segments with computer users, and a visit to Rimmer's Room, where hacker Steve Rimmer demonstrates various computer components and explains how they function.
	NIBBLES (6-12)	NIBBLES is a series composed of selected animated segments from the BITS AND BYTES television series that explores microcomputers and their use.

Level: Middle-Junior High and Secondary

Defined Minimum Program: One unit in computer science, if approved by the State Department of Education for this purpose, may be counted towards the requirement of earning three units in mathematics.

Curriculum Need	Series (Grade Level)	Comments
1. Increase understanding of computer use as a problem-solving tool.	THE VOYAGE OF THE MIMI (6-8)	The television series presents a wide variety of scientific/mathematical concepts in real-world settings. The related computer modules provide activities to develop specific knowledge and concepts introduced in the television series. The software games and activities extend concepts and model real-world applications of computers and problem-solving tools.
	THE COMPUTER ROOM (4-7)	This series of ten 15-minute programs is designed to introduce students to computers by building awareness of what computers do in the school, home, and workplace. The magazine format-programs feature a section on the history of computers, a short review of software, segments with computer users, and a visit to Rimmer's Room, where hacker Steve Rimmer demonstrates various computer components and explains how they function.
	SOLUTIONS UNLIMITED (6-8)	SOLUTIONS UNLIMITED is a consortium project using microcomputers, television, and print to improve the problem-solving abilities of students. The series has eight units, each containing a TV segment, a microcomputer disk, and a teacher's guide.
	NIBBLES (6-12)	NIBBLES is a series composed of selected animated segments from the BITS AND BYTES television series that explores microcomputers and their use.
	INCOME/OUTCOME$ (IMPROVING ECONOMICS REASONING) (9-12)	Each of the units of this project emphasizes application and systematic thinking. The economic reasoning methodology is apparent enough so that students completing a unit learn more general reasoning structure which is applied in working through problems/issues using the appropriate tools of economics.

Subject Area: Education For The Handicapped

Level: K-12

Utilization of ITV Resources in the education of the handicapped must be on an individual pupil and/or class basis. The special education teacher should consider the level of functioning and interest level of the handicapped pupils and review the television programs for those with appropriate content. Suggested uses include outlets for initial learning, reinforcing previously learned skills, enrichment, and activities for teacher aides working with individuals or groups.

Curriculum Need	Series (Grade Level)	Comments
1. Provide for the effective implementation of the handicapped child's individualized education plan.	THE LETTER PEOPLE (1)	THE LETTER PEOPLE provides an interesting and exciting introduction to decoding skills essential to competency in listening, spelling, writing, and reading skills. Applicable to BSAP decoding objective.
	READALONG (1)	READALONG uses animation, puppets, and music to make learning to read fun. Repetition of words, phrases, and sentences are put into meaningful and humorous situations that make activity stimulating even to reluctant learners. Applicable to BSAP decoding objective.
	THE CLYDE FROG SHOW (1)	Programs of this series are designed to help primary students understand and cope with their emotions. Situations commonly encountered by young children are presented.
2. Provide opportunity for handicapped students, to the maximum extent appropriate, to participate and be educated in the general education program. (Some examples may be music, art and health.)		
MUSIC	EXPERIENCES IN MUSIC, DRAMA, AND DANCE (7-12)	This series provides a variety of lessons which lend themselves to use as enrichment resources in general music programs.
ART	LET'S DRAW (1-3)	LET'S DRAW is based upon the philosphy that drawing is a way of communicating feelings to others and sometimes to yourself. Subjects are popular ones and presentations are slow-paced.
	IMAGES AND THINGS (4-7)	IMAGES AND THINGS helps students to perceive qualities in people, objects, and events, and learn to respond and use them in visual expression.
HEALTH	INSIDE/OUT (4-7)	The series uses an approach to mental health which enables the child to consider, feel, and act upon the choices that bear on the quality and scope of his own life.
	SELF INCORPORATED (5-8)	This series is designed to stimulate an interest in young adolescents to develop coping skills for dealing with some of the most critical issues and problems concerning them.
3. Provide for the vocational education needs of the handicapped child—specifically designed, if necessary, to meet his individual needs.	BREAD & BUTTERFLIES (4-7)	This career development series provides open-ended programs on self-clarification, interpersonal relationships, and human dignity. It also provides exposure to work in which one can earn a livelihood.

General Comment

If there are handicapped students, in any district, who receive all their instruction at home, appropriate use could be made of open circuit from 8:00 a.m. to 3:00 p.m. All series are potentially suitable for incorporating into courses delivered to homebound students.